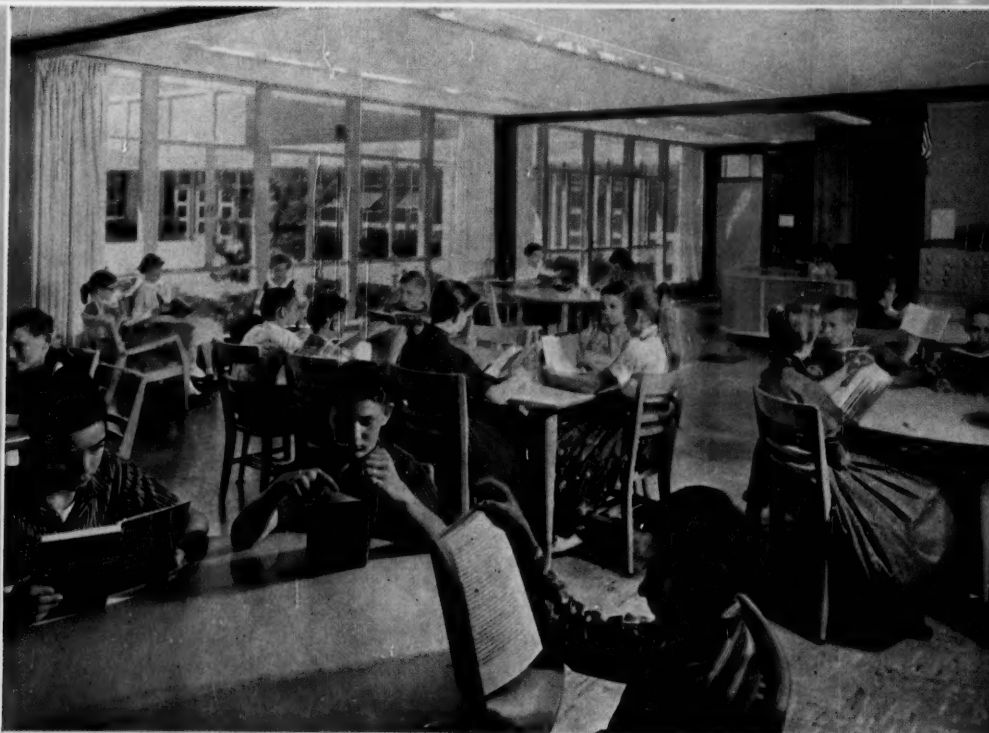


THE Nation's Schools

Unified studies groups in inviting environment of Hecker Grove Junior High School library. See story and pictures, p. 65



April

Reactions to a Summer Program

Are Your Interviews Losing Teachers?

Putting "Science" in Public Relations

How Salary Policies Affect Teacher Morale

Painting Practices and Specifications

Curriculum Advice From A.S.C.D.

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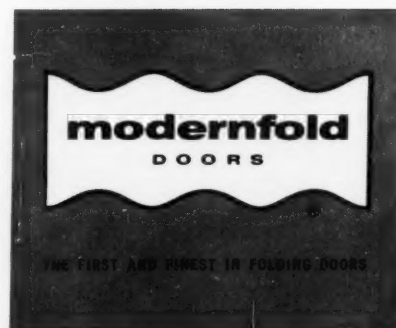
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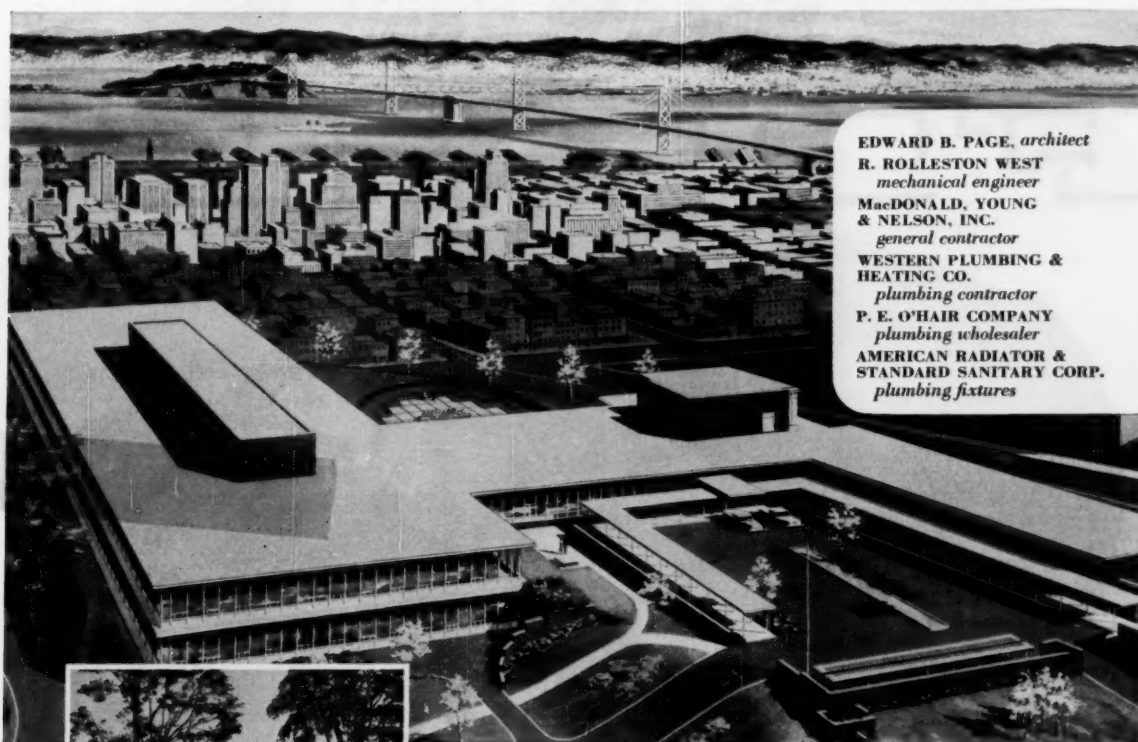
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THE *Nation's Schools*

APRIL 1958

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

Vol. 61, No. 4

Putting "Science" Into Public Relations

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Keep in sight the basic program of education . . . Milestone reached in recent A.A.S.A. committee publication

By CALVIN GRIEDER, professor of school administration, University of Colorado

The first "crash program" in education. FOOTNOTE FROM HISTORY: When Constantine in 330 A.D. laid out his new capital on the site of ancient Byzantium, he soon discovered, as related by Gibbon in "The Decline and Fall of the Roman Empire," that, "in the decline of the arts, the skill as well as numbers of his architects bore a very unequal proportion to the greatness of his design. The magistrates of the most distant provinces were therefore directed to institute schools, to appoint professors, and, by the hopes of rewards and privileges, to engage in the study and practice of architecture a sufficient number of ingenious youths who had received a liberal education." (Chapter XVII)

Sane voices above the shouting. Ever since the inception of the sputnik dynasty some six months ago the public and especially those connected with schools have been overwhelmed with a veritable tidal wave of criticism, proposals and counter-proposals on education. No facet of the educational system has been spared.

The launching of the Russian satellites dealt a severe blow to American self-esteem, only partly recovered by the launching of our own satellites. We Americans have been so accustomed to thinking we are first in everything, have more and better of everything, and virtually a monopoly of know-how, that sputnik just about completely demoralized us.

Hindsight being so superior to foresight, the critics are busily engaged in asking why the schools haven't done this or taught that; why teachers aren't better prepared and paid more; why discipline is so bad, school facilities so poor, class size so large, and so on ad nauseam.

On all these and many other needs, teachers' organizations, administrators, school boards, colleges of education, and state education departments have long and loudly been telling the story and seeking public understanding and support.

It is hard to evaluate the charges being made—there is so much noise—and it is very hard to keep one's equilibrium and not go over com-

pletely on the defensive. It is particularly disheartening that remedies proposed by persons in responsible positions in government, industry and scientific research are frequently characterized by an authoritarianism out of tune with American tradition and ideals.

Admiral Hyman Rickover, one of the most vocal and omniscient as well as one of the most authoritarian, would nationalize the public schools and universities. He declares that "the greatest single obstacle to a re-vamping of education lies in the fact that the control and financing of schools is in the hands of thousands of local school boards." He admires the "Prussian approach" to education, one track for "the mass" of children, another for "the more intelligent minority."

An eminent scientist got space in many newspapers for his recommendation that four out of every five university students should be sent home, "and the football team to go along with them."

Among the blather a few sane voices can be heard. James R. Killian, for example, president of M.I.T. and presidential assistant for science and technology, reminds us of the unity of all knowledge. "There is a need," he says, "to develop more sensitive couplings, interconnecting the sciences, the social sciences, and the humanities. . . . The liberal arts cannot be liberal if they reject or disdain science or technology . . . nor can science and technology fulfill their responsibilities if our scientists and engineers lack the humanistic quality."

America's unique contribution in education is its belief in and attempted provision for a liberal education for every child and youth so far as each is able to proceed. In trying to live up to this ideal, we have admittedly, though not intentionally, tended to neglect the superior. *Our task is both to keep in sight the basic program to which we have dedicated ourselves, and to do a better job with the more able and ambitious.*

In the concluding paragraphs of its recently published and highly recommended booklet, "The Contemporary

Challenge to American Education," the Educational Policies Commission sums up well what I've been trying to say. "The challenge before American education ought not to be regarded as a matter of competition with Soviet science, technology or education. The real challenge to America is to fulfill the great potential of her own ideals."

A milestone: "Something to Steer By." Unless I badly miss my guess an important milestone in school administration has been reached with the publication of 35 theses for better preparation of school administrators by the A.A.S.A. Committee for the Advancement of School Administration. The committee's report, "Something to Steer By," has been widely distributed and is being presented at each 1958 regional A.A.S.A. convention. The report in its entirety deserves the sober and deliberate consideration of every A.A.S.A. member.

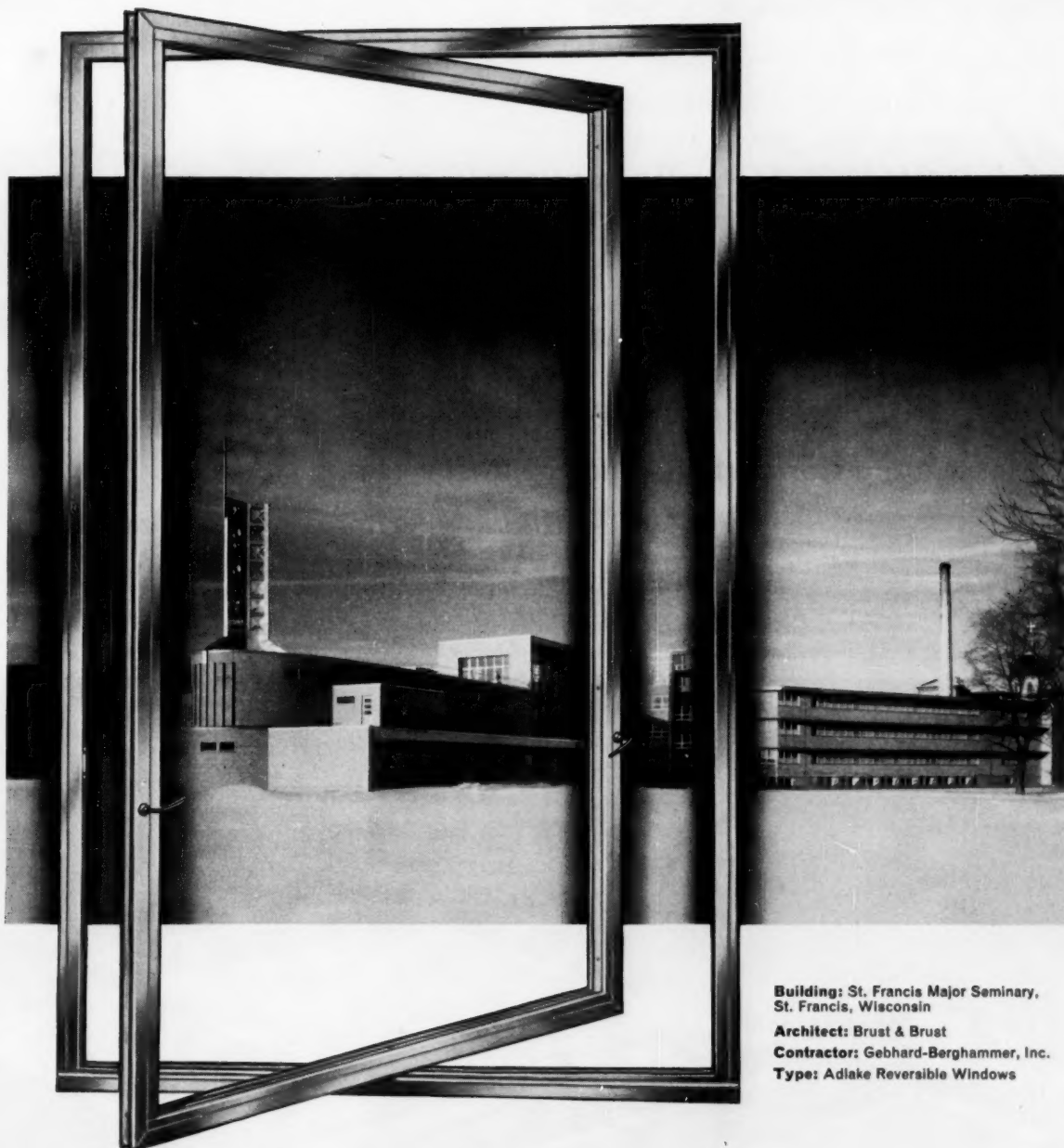
In addition, certain items should command the special attention of state education officials, university and college presidents, deans and heads of schools and departments of education, and school board members. A.A.S.A. members can do their profession a service by sending marked copies with a covering letter to persons in the foregoing categories. (Copies of the report may be procured gratis from the Committee at 1201 16th St. N.W., Washington 6, D.C.)

It is apparent that the committee has conceived the preparation of school administrators and its improvement as a rather broadly shared responsibility.

In his provocative book, "Education as a Profession," Myron Lieberman discusses two main obstacles in the way of true professional development of teaching: (1) lay control of licensing, in contrast to all other professions whose licensing boards are composed wholly or largely of practitioners, (2) low or easily met standards of admission to practice.

On the second point, however, an aggressive position is taken, and it is inevitable that the number of institutions involved will be reduced; how much no one can say, but the committee suggests, on grounds of demand and supply, that the desirable number for preparing superintendents is fewer than 100.

The proposals in this document are the outgrowth of years of effort by the profession of school administration to raise its sights. Pithy and concrete, they afford down-to-earth guidance for a frontal attack of profound significance. Put into effect, these 35 theses will indeed make educational administration one of the preeminent professions. #



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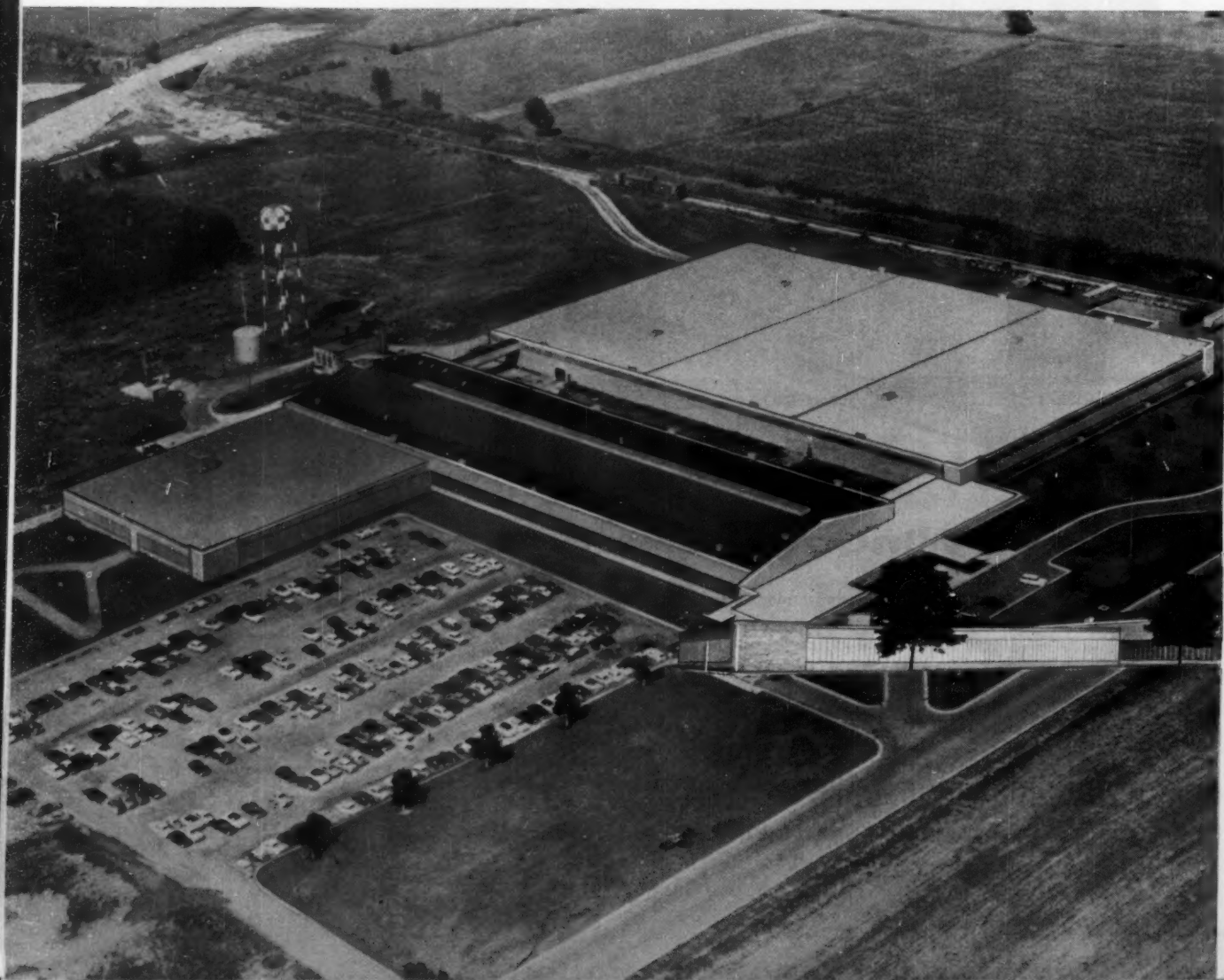


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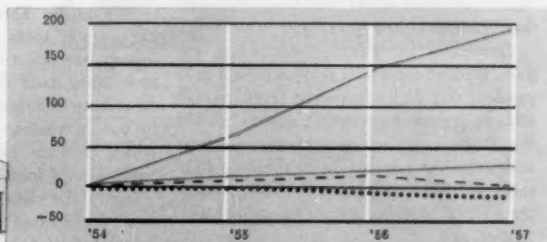
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A.S.C.D. Yearbook Surveys 3000 School Children to Determine Factors That Aid Educational Progress

CARL L. BYERLY, Associate Superintendent, Clayton, Mo.

A LOOK AT CONTINUITY IN THE SCHOOL PROGRAM. 1958 yearbook of the Association for Supervision and Curriculum Development, N.E.A., 1201 16th St. N.W., Washington 25, D.C. Pp. 307. \$4.

ARTICULATION has long been considered an administrative problem. Now comes a searching analysis which reveals that continuity of learning involves much more than just institutional organization.

The 1958 yearbook of the Association for Supervision and Curriculum Development, entitled "A Look at Continuity in the School Program," focuses sharply on practices and procedures in the classroom and in school management which make a significant difference in the steady progress of the learner toward educational objectives.

Through Children's Eyes. Not content to deal philosophically and abstractly with the problem of articulation, the yearbook committee chose a realistic approach and asked 3000 school children to tell it about factors that had helped or hindered their steady progress up the educational ladder during their 12 or 13 years of schooling preceding graduation from high school. Because many of the children's reports reviewed more than one event or situation, more than 4000 situations were provided for analysis.

In spite of the limitations of the research data, which the committee recognizes, this part of the yearbook alone would make it a noteworthy publication. A genuine service is rendered in identifying and describing the typical situations or happenings in the lives of students which have an effect, good or bad, on their progress through school.

Continuity of learning, according to these student reports, is related to and dependent on: (1) adjustment to changing schools (which has several aspects); (2) the attitude or behavior of the teacher and/or other persons in authority; (3) success or lack of success in subject matter and, to a lesser degree, in school activities; and (4) success or lack of success in human relations.

Implications of Child Growth, Development and Learning. The second division of the yearbook attempts to summarize the most recent findings in child growth and development for the purpose of relating these findings to the

continuity problem. The thumbnail but circumspect treatment of social pressures, personality development, the commonly accepted principles of learning, emotions in the learning process, and individual differences in learning throws revealing light on problems raised by the 3000 students. (The reviewer is tempted to repeat the old cliché, "Our knowing far exceeds our doing.")

Considerable emphasis is given to the use of stated objectives as a unifying influence—something to hold on or tie to in the learning process at any level.

Articulation is a curricular problem. It is pointed out that the simple, logical organization of subject matter, which has been the vogue, is most inadequate as a basis for continuous learning experiences. The variety of environmental backgrounds and varying abilities or rates of development among children in a typical classroom tend to highlight the inadequacy of a curriculum organized according to logic, if we hope to develop a teaching-learning situation wherein children and youth are to gain a sense of wholeness and continuity in their learning.

To replace outlines of specific knowledge and factual materials now in use, it is suggested that the new curriculum be based on (1) a definition of the basic understandings and concepts found in each of the subject matter fields that are essential to living in modern society, and (2) a definition of the skills needed to meet recurring problems of living.

Teachers in the classroom can achieve a greater degree of continuity of learning on the part of pupils by bringing children more intimately into the setting of objectives and the planning of activities.

It Can Be Done. Not content with finding soft spots and proposing a shoring-up process, the yearbook committee took upon itself the task of finding and describing exemplary practices, currently in use in various parts of the country, which provide needed articulation and continuity of learning of the student.

Again the data provided by the 3000 students became useful. The quotations from student reports provide many positive, constructive and commendable examples as well as clues to ways and means of (a) preventing some of the unnecessary problems, and (b) helping pupils solve problems that they cannot be expected to handle completely on their own initiative.

The mobility of our population has been noted many times in the literature, but here is a careful analysis and description of the problems of pupils, teachers and administrators that are created by this constant flux. No magic formulas are proposed, but simple common sense and the human touch, with finesse, would seem to describe the suggestions for helping children make necessary adjustments to new schools.

The chapter on articulation within a school system, "Orienting Children and Youth to New School Levels," should be required reading for all principals and guidance workers not because it presents a body of new material but because the treatment is fresh and emphasis is focused on articulation as it affects the learner, rather than treatment as an administrative problem.

Problems of articulation do exist—3000 pupils can't be wrong—and every child in school must face and bridge these gaps, some more than others. Thus articulation should properly become the concern of every teacher and administrator. Articulation and continuity are directly related to the learning process and all we know about child growth and development is applicable to the solution of this problem. A new concept of curriculum organization and content would strengthen and improve the learning process in terms of continuity of experience. There are ways and means of achieving articulation and most of them have been identified and described in the 1958 A.S.C.D. yearbook.

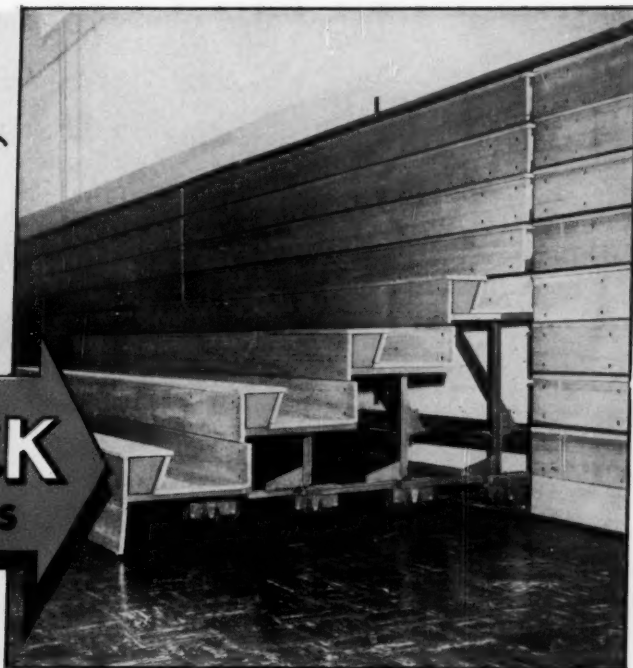
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Exclusive

WITH **HUSSEY**

CLOSED DECK

ROLL-OUT GYM SEATS



Safer
Stronger
More Comfortable
Completely Enclosed Deck

No openings through which to slip—articles cannot fall through to the floor.

16¼ inches of safe, comfortable foot room—no balancing on narrow footboards.

Easier of access—Quicker and easier to clean.

Reduced insurance rates.



Specify

IRON WORKERS



SINCE 1835

In addition to Closed Deck ROLL-OUTS Hussey also makes Portable and Permanent Outdoor and Indoor Steel Bleachers and Grandstands. If you have a seating problem ask Hussey to help you solve it. Our Seating Engineers are at your service.

Write, wire or phone for complete information, specifications and FREE catalogs.

HUSSEY MANUFACTURING COMPANY, INC.
 5820 Railroad Ave. North Berwick, Me.



ROLL - OUT MOVABLE SECTIONS



GRIGGS *Tempo* Desk No. 995 with Chair No. 946

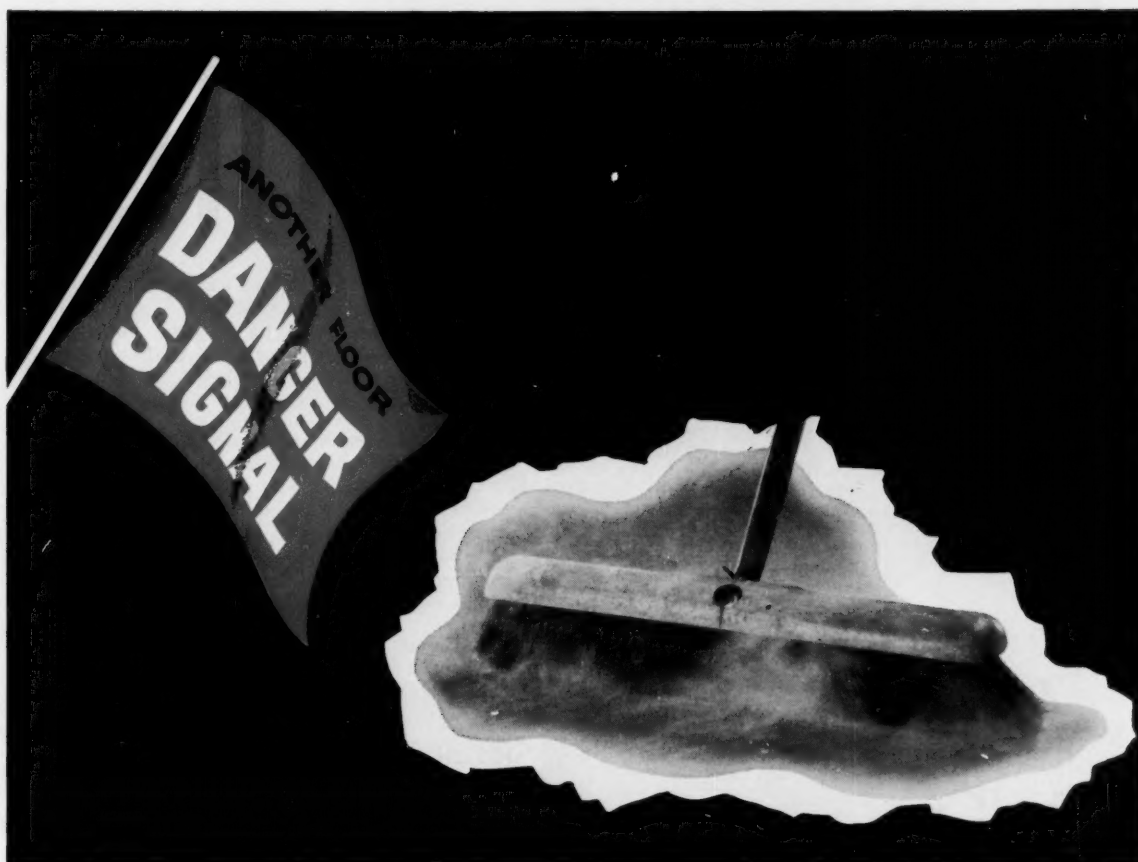


The kind
teacher
likes best

GRIGGS

EQUIPMENT, INC., Belton, Texas

The GRIGGS Tempo teacher's desk with its modern styling, happy colors, and generous work surface and drawer space will vie for the teacher's affection with the politest little boy in the class. The new Tempo teacher's chair to match the desk comes in five metal colors — with upholstered seat and back as illustrated above or with contoured plywood seat and back. For happier teachers in your school, give them the smart new Tempo No. 995 desk and companion chair. Ask your GRIGGS distributor to show you samples. Write to GRIGGS at Belton, Texas, for complete Tempo catalog.



DUST due to incomplete floor care

Uncontrolled dust is hazardous, expensive. Endangers precision instruments. Redeposits itself on desks, window sills and equipment where it must be removed again. Spreads air-borne bacteria that cause infection and absenteeism.

All these hazards are simple to prevent. How? With a complete program that prevents and controls dust while protecting floors from the surface down — the West Program of Floor Preservation and Care.

What is it?

Three basic steps. Cleaning. Sealing. Maintaining. Adapted to the individual needs of floors by West Representatives who specialize in methods as well as materials.

The West Program reduces daily maintenance and solves any floor problem from uncontrolled dust to staining, slipping and other hazards. A test area demonstration will show you how. No obligation of course. Just send the coupon or contact your local West Office.

Programs and Specialties for
Preventive Maintenance and Protective Sanitation



WEST CHEMICAL PRODUCTS INC., 42-16 West Street, Long Island City 1, N. Y.
Branches in principal cities • In Canada: 5621-23 Casgrain Ave., Montreal

- ☐ Please send your 32 page booklet, "The Proper Care of Floors."
- ☐ Please have a West Representative telephone for an appointment.

Name _____

Position _____

Mail this coupon with your letterhead to Dept. 8

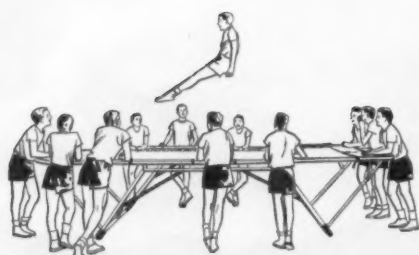


SIGN IT!

A Nissen Trampoline in the gym means more enthusiastic participation in physical education programs by more students. Easily taught, easily learned, it's fun for all — not just the athletically inclined. Trampolining is an excellent physical conditioner, ideal for group activity, too.

A Nissen Trampoline is your best buy. Sturdier, springier, longer lasting. Built by the originators of the Trampoline. Quality materials, scientific design and careful workmanship give you an equipment that stands up under constant use for years . . . Nissen Trampolines are regulation equipment in intercollegiate and national gymnastic competitions.

Sign it! A Trampoline is a good investment in the betterment of your physical training programs. A Nissen Trampoline is the best you can buy.



If it isn't a

NISSEN

it isn't a Trampoline

NISSEN TRAMPOLINE COMPANY

200 A Avenue NW, Cedar Rapids, Iowa

Nissen Trampoline of Canada, Ltd.
8 Colborne St., Toronto 1, Ontario, Canada

Nissen Trampoline Co., Ltd.
Hainault Works, Hainault Road, Chadwell Heath,
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Form 123-a

REQUISITION

PUBLIC SCHOOLS

To BOARD OF EDUCATION:

The following are requested for

for Department

., 195

School by

Deliver to

Read instructions carefully on reverse side. Requisitions will be returned if desired information is not furnished. Do not use this for books.

1 - Quantity	2 - Name and Description	3 - Code or Category	4 - Vendor and Address	5 - Dept.	6 - P. O. No.
2	Nissen Trampolines Model 77A	P.E. 27	Nissen Trampoline Company— Cedar Rapids Iowa	Phys. Ed.	44A.

ORIGINAL—To be signed by customer.

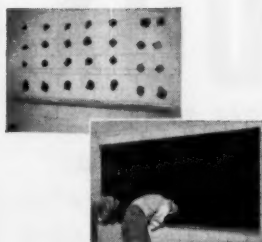
Approved by Date

no other chalkboard with a surface like
SLATO·STEEL



✓ writes beautifully clean
✓ unaffected by constant use
✓ chalk erases quicker
✓ will not chip or scratch
✓ holds magnetized objects

**and it's GUARANTEED for the
 life of the building by a
 50-year-old school supply house**



easy to install...
 No special wall construction is necessary. Choice of two types of anodized aluminum trim and chalk trough.

On SlatoSteel's non-absorbing, hard silicate surface, writing is never gray but always sharp and distinct. Neither will the surface ever become shiny from wear to form "blind spots". Thus eye fatigue is reduced. Holds magnetized teaching objects, letters, etc. for "see and move" learning.

SlatoSteel's coat of vitreous ma-

terial is fused into a lightweight sheet of steel backed with a wood-fiber board, forming a tough, flexible, resilient chalkboard that cannot be cracked or chipped. Any cleaning solution may be used and water will never harm it.

SlatoSteel is light in weight, easy to handle and moderate in cost.

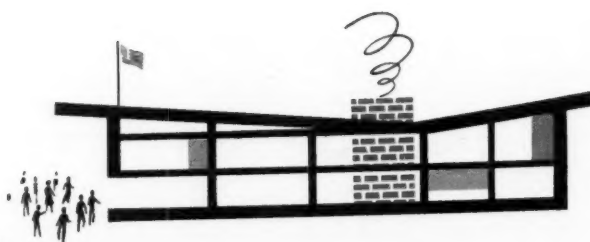
write for full details and prices of SlatoSteel and other BC chalkboards and corkboards



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*for over 50 years a reliable
 source for school supplies*



COL R FIBERGLASS

an important NEW contribution to the educational environment by *Brunswick*





ick



LEADERSHIP IN ANY FIELD of endeavor—be it in the arts, the sciences, commerce—carries with it the corollary responsibility of the continuing search for improvement.

Brunswick has met—and continues to meet—this responsibility.

Our continuing search for betterment showed us an important area for improvement.

COLOR:

True, we were the first to offer color in our furniture . . . and others have since followed . . . but, with limited contribution to educational processes.

And so, to a special team of educators, colorists and designers we assigned the investigation of the relationship between color and learning. Ultimate objective: "Give us a color program based upon educationally meaningful fact . . . not upon decoration alone."

Hundreds of administrators, architects, teachers and Board members were contacted. The consensus agreed with our original appraisal. Color, though attractive in and of itself, when put into a schoolroom often did little to enhance the learning processes.

Next, our team examined the entire scope of color theory—again talked to educators, architects, administrators, informed laymen . . . objective: a series of integrated school furniture colors which will create the required **Environment for Learning**.

The result? . . . dramatic . . . functional . . . Brunswick **Color for Learning Furniture**.

CREATE THE ENVIRONMENT WITH THE *Brunswick* COLOR

EDUCATORS . . . ARCHITECTS . . . COLORISTS KNOW THAT
COLOR IS IMPORTANT IN TODAY'S SCHOOLS.

Color—proper color—properly used—is a recognized important aspect of a good learning environment. The proper color in furniture has an integrating effect upon the whole environment—ties together the various colors and materials.

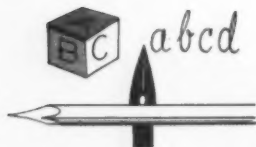


Color for Learning in the Fourth Grade. A neutral-to-stimulating environment. Note use of greens to offset strong sunlight exposure. Yellow in cabinets adds a touch of stimulation as does conference table arrangement.

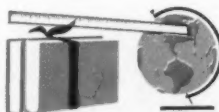


Color for Learning in the Arts and Crafts. Appropriate to creativity and movement. Neutral serves as non-clashing display for various

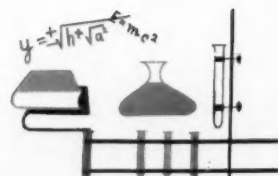
WHATEVER THE EDUCATIONAL LEVEL. Brunswick Color
Helps Create An Educationally Purposeful Environment for Learning.



In Primary Schools—you can create the desired environment of intimacy, warmth, informality—the security of a homelike situation—through the use of natural building materials and gay colors.



In Upper Elementary and Junior High Schools—you can create the desired environment of exploration, guidance, cooperation and mutual community of interests through the use of proper materials and subtle colors.



In High School and College—you can create the desired environment of purposeful achievement, concentration, responsibility, growing maturity and life planning through the use of carefully selected building materials and sophisticated colors.

T FOR LEARNING

R FOR LEARNING PROGRAM

Children are naturally colorful. They respond to a bright, cheerful environment. They like the unrestrictive qualities of the colors of nature brought into the classroom. They react to the moods created by properly color-planned conference, study and activity areas.

Brunswick "Color for Learning" furniture has an integrating effect upon the whole environment. It ties together colors and textures used in the school plant into an educationally purposeful environment.



Crafts Room. A stimulating room approach. Neutral background (including cabinets) with various colored paintings and projects.



Color for Learning in the Kindergarten. Furniture and cabinet colors lend spacious, outdoor feeling to room. Color also used to delineate both quiet and stimulating areas depending upon the work or play to be done.

WHEREVER USED . . . Classrooms . . . Libraries . . . Cafeterias . . .
Shops . . . Offices . . . Public Areas . . . Brunswick *Color for Learning*
Helps Create An Educationally Purposeful Environment for Learning.

In Classrooms—a good visual and psychological environment appropriate to the activity.



In Libraries—a good visual environment and a quiet atmosphere conducive to concentration and study.



In Cafeterias—an appropriately relaxing, appetizing environment in which to eat and socialize.



In Arts and Crafts Rooms—a good visual environment and to promote work organization, designate order.



In Offices—a good conference and business environment replete with friendliness, dignity, orderliness, efficiency and cooperation.



In Public Areas—reflect a warmth of welcome, community interest, purposeful activity and recreation appropriate to the space.






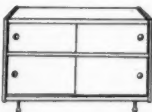






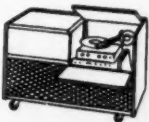




COL R FOR LEARNING

BY *Brunswick*

The Most Important Contribution to the
Field of School Equipment Since the Intro-
duction of the Brunswick Line of Functional
... Flexible Furniture of Advanced Design ...



				
		STACKING CHAIRS	STACKING DESKS	STUDY-TOP COMBINATIONS
				
TEACHERS' CHAIRS	BOOK-BOX COMBINATIONS	MOVEABLE CABINETS	TEACHER DESKS	TABLES
				
TABLET ARM CHAIRS	CHAIR DESKS	TYPING DESKS	STUDENTS' WARDROBES	AUDIO CONSOLES
				
		BUSINESS MACHINE DESKS	BOOKKEEPING DESKS	

Invest in

Brunswick

for better learning...for lasting service

THE BRUNSWICK-BALKE-COLLENDER COMPANY

SCHOOL EQUIPMENT DIVISION

623 South Wabash Avenue, Chicago 5, Illinois

Sales-Service Dealers Throughout the United States

**BRUNSWICK CHAIRS
AND COMBINATION UNITS**

are available in Fiberglass Colors for Learning and Natural Maple Plywood.

1. **STACKING CHAIR**—in Blue, Green, Red, Yellow, Salmon, Gray. Sizes: 11", 12", 13", 14", 15", 16", 17", 18".
2. **CHAIR DESK**—in Green, Yellow, Salmon, Gray. Adult size.
3. **TABLET-ARM CHAIR**—in Green, Yellow, Salmon, Gray. Adult size.
4. **STUDY-TOP COMBINATION**—in Green, Yellow, Salmon, Gray. Desk Height: 27", 29".



AND NOW . . . BRUNSWICK FURNITURE—FROM

Brunswick

DEV



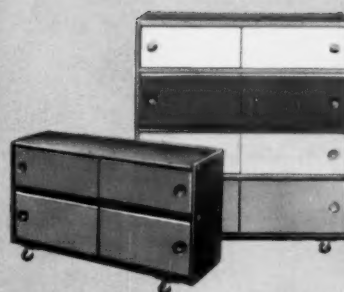
WRITE OR PHONE for your free copy of the authoritative fact and idea-filled booklet

"Functional Color For The Classroom."

See how geographic location . . . nearby structures . . . building details . . . room orientation . . . room size . . . room shape . . . type of lighting . . . affects the use of color. Whether you're building a new school . . . remodeling an older school—here is a valuable guide to the better utilization of educationally purposeful color.

THE NEW STANDARD OF QUALITY IN THE SCHOOL FURNITURE FIELD

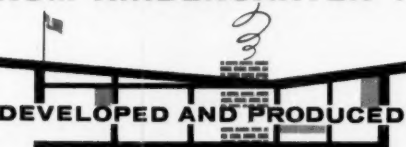
BRUN



BRUNSWICK MOVEABLE CABINETS

are available with sliding doors in all six colors: Blue, Green, Red, Yellow, Salmon, Gray.

FROM KINDERGARTEN THROUGH COLLEGE—IS AVAILABLE IN

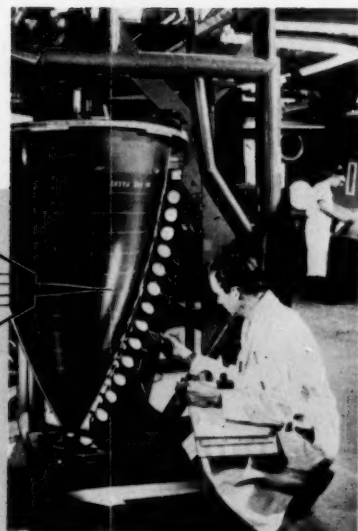


FIBERGLASS

Researched, developed and produced for specialized use in critical components of sound-barrier breaking jet aircraft, Brunswick Fiberglass is a tested . . . proven and much needed addition to the field of school furniture.

Here is a truly rugged reinforced plastic tested more than five years in our aeronautic research laboratories and in schoolroom use. No other school furniture manufacturer offers fiberglass compounded to withstand as rugged in-use treatment.

Once again, Brunswick brings its outstanding technological skills to serve the needs of American education. Brunswick Fiberglass is, indeed, an industry "First" of unprecedented importance . . . and value!



BRUNSWICK FIBERGLASS—a real **Investment Plus** in school furniture value—sits better . . . lasts longer . . . is maintenance free!

- Brunswick Fiberglass is **MAINTENANCE FREE**—won't crack, peel, check or scratch under the most rugged classroom use.
- Brunswick Fiberglass is **EASY TO CLEAN**—washes brilliant new with a damp cloth . . . especially important in cafeterias.
- Brunswick Fiberglass **RETAINS ITS ORIGINAL COLOR**—Pigments developed exclusively for this use will retain original appearance forever.
- Brunswick Fiberglass is **WEATHERPROOF**—may be used outdoors under changing weather conditions . . . is unaffected by dampness or dryness.
- Brunswick Fiberglass is **THE ULTIMATE IN COMFORT**—resilient compound curves in seat and back fit body contours; chairs are proportioned to 8 sizes for kindergarten through college.

BRUNSWICK COLOR FOR LEARNING—BRUNSWICK FIBERGLASS



**For safer floors
with beauty
that lasts...**

**Use quality floor waxes containing
Du Pont's anti-slip ingredient**

LUDOX[®]
COLLOIDAL SILICA

You benefit two ways with floor wax containing "Ludox": First, there's the skid resistance "Ludox" adds. Tiny, transparent spheres of "Ludox" exert a snubbing action with every footstep . . . give sure-footed traction. Second, you get the lasting beauty only a fine natural wax can give your floors . . . and it's easy to *keep* floors beautiful, because scratches

and scuffs can be buffed out, without rewaxing.

Be sure to have your maintenance man use a floor wax containing "Ludox," Du Pont's anti-slip ingredient . . . give your floors the appearance you want, plus added safety underfoot. E. I. du Pont de Nemours & Co. (Inc.), Grasselli Chemicals Department, Room N-2533L, Wilmington 98, Delaware.

**Double-action rug and upholstery shampoos—
a new use for LUDOX[®]**—New shampoos containing "Ludox" *clean and treat* rugs against resoiling in just one application. "Ludox" fills microscopic fiber crevices . . . protects surface so dust and dry dirt don't cling. Dirt stays on surface for easy removal.

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BETTER THINGS FOR BETTER LIVING . . . THROUGH CHEMISTRY

The NATION'S SCHOOLS

MORE EFFICIENT!



Fountain attachment available for use by small children

NEW WESTINGHOUSE WATER COOLERS

Up to 60% more cool water at less cost—that's how much more efficient Westinghouse Water Coolers are, thanks to a Patented Pre-Cooler and Super Sub-Cooler—plus an exclusive Free-Flow Water Valve that eliminates leaks, reduces upkeep.

Built more rugged, too, with an indestructible Stainless Steel Top, scuff-proof Bonderized Steel Cabinet and jam-proof Foot Pedal Control which stand up under the most rugged kind of school treatment where other coolers fail. And, for more convenience, you get Dual Drink Control—both finger-tip and toe-tip control at no extra cost.

YOU CAN BE SURE...IF IT'S

Westinghouse

For your school make the modern choice in water coolers . . . Westinghouse. 19 handsome models to choose from for every need. Call your Westinghouse Water Cooler Distributor listed in the Yellow Pages of your phone book. Or mail coupon today.

Westinghouse Electric Corp., Dept. N5-4
Refrigeration Specialties Division
Springfield 2, Massachusetts

Gentlemen: Please send me your free booklet which illustrates how Westinghouse Water Coolers are "10 Ways Better."

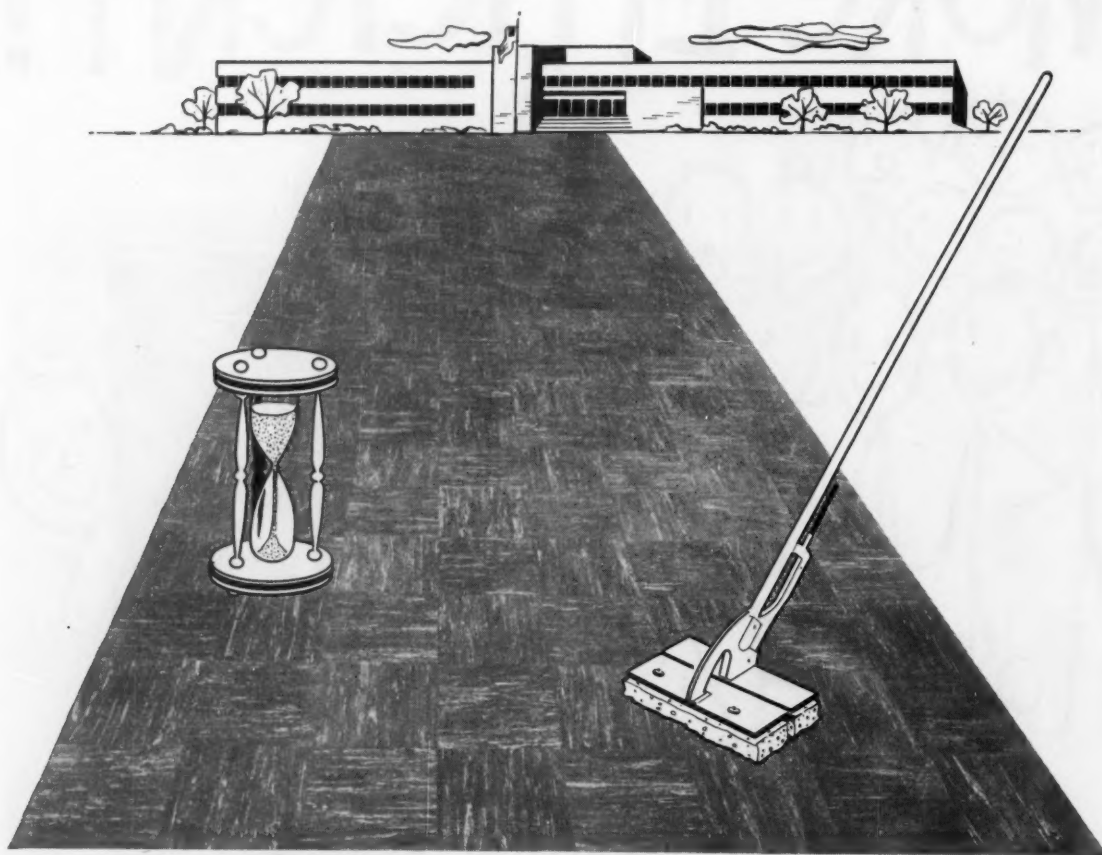
Name

School

Address

City Zone State

Years of Wear with Minutes of Care

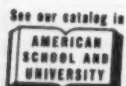


Vina-Lux® FLOORS WITH *Micromatic Veining*

The easy-cleaning qualities built into Vina-Lux vinyl asbestos tile are the result of careful formulation and fabrication. The closely-textured surface of Vina-Lux resists grime and dirt, is unaffected by grease, alkali and common chemicals. Vina-Lux cuts maintenance costs to the minimum.

Vina-Lux has other virtues, too. Its color range answers problems of decor and light reflectance. Its tough resilient structure resists indentation and adds comfort and safety underfoot. In 31 new attractive colors — and four pattern styles. Write today for color chart and free samples.

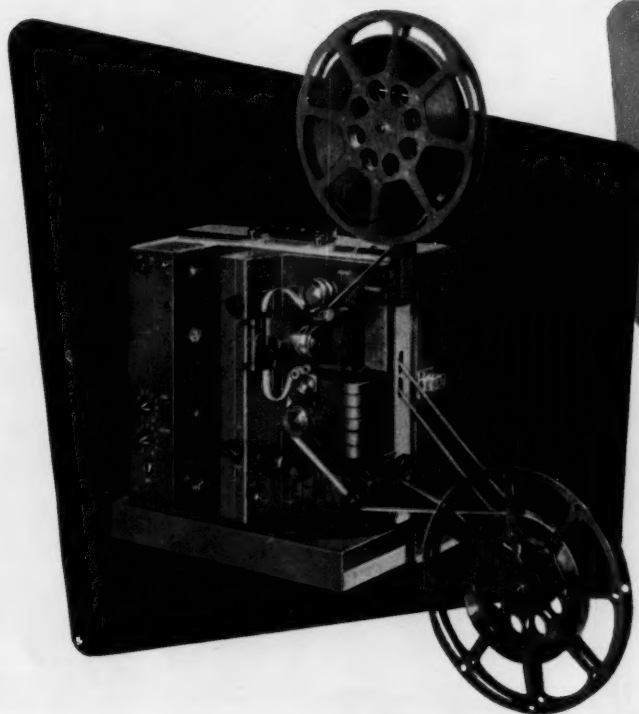
Remember . . . Vina-Lux costs less to own per foot per year!



AZROCK FLOOR PRODUCTS DIVISION
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MAKERS OF VINA-LUX • AZROCK • AZPHLEX • DURACO



NOW...

RCA "LIFE-TESTED"* 16mm Projectors scoop the field

with great new design advances!

FEATURING great new **BUILT-IN LUBRICATION!**
No more lubrication needed for the life of your RCA Projector. Oil-impregnated sintered metal parts run quietly as a cat hundreds and hundreds of hours.

FEATURING great new **LONG LIFE FILM PRESSURE GUIDES!** Nylon sprocket shoes and synthetic-sapphire pressure shoe treat film with wholly new light touch, protect it from wear at all critical contact points in film path.

FEATURING great new **BOOST IN LIGHT ON SCREEN!** RCA Projector is first designed for use with new 1200-watt lamp. Higher-power blower rotor moves more air to keep aperture and mechanism cooler, assuring complete film safety. Optional two-bladed shutter adds another 40% light on screen for brightest picture ever.

FEATURING great new **WEAR-RESISTANT CASE!** Surf-green fabric case takes more scuffing and abrasion and shows it less than any standard case in use today. It's twice as resistant to ordinary wear.

Remember these great new RCA "LIFE-TESTED" features. With them, you'll all but forget maintenance for your projectors. And of course RCA Projectors *still* thread easiest of any 16mm machine. In fact, their distinctive new surf-green finish makes for even simpler threading and operating in darkened rooms. The same superlatively clear, RCA-engineered sound is yours, too.

See and hear how far ahead of the field you'll be with the great new "LIFE-TESTED" line of RCA 16mm Projectors. Ask your RCA Audio-Visual Dealer about the powerful two-case RCA Senior, the compact RCA Junior. Their "LIFE-TESTED" features can be *yours* today!

*Rigid endurance standards have been set for RCA "LIFE-TESTED" Projectors. Individual components as well as finished projectors are subjected to continuous testing to evaluate the durability and efficiency of all operating parts. "LIFE-TESTED" at RCA means better, more reliable performance from RCA projectors.



Tmk(s) ©

RADIO CORPORATION of AMERICA

EDUCATIONAL SERVICES

CAMDEN 2, N. J.



INTERNATIONAL Travelall® ready for use as school bus. Smart station wagon styling, plus convenience of extra capacity. Comfortably rides 12 students on two side-positioned seats. Quick seat removal enlarges load area for equipment transportation.



New INTERNATIONAL Forward-Control chassis. Transports more passengers with less overall length. Easier to maneuver. More convenient entry and exit. Three models with from 60 to 72 passenger capacity carry students in all-weather comfort with day-to-day economy.



INTERNATIONAL heavy-duty conventional chassis has a deeper frame, heavier springs and more powerful engine. These features combine with power-matched drive lines for the utmost reliability and safety no matter how tough the school route or how adverse the weather conditions.



INTERNATIONAL chassis with METRO® body safely transports up to 20 students. Use of these chassis often adds to the efficiency of heavy-duty equipment by providing low-cost feeder service from sparsely populated areas. As a result larger buses make full capacity trips in less running time.

INTERNATIONAL TRUCKS

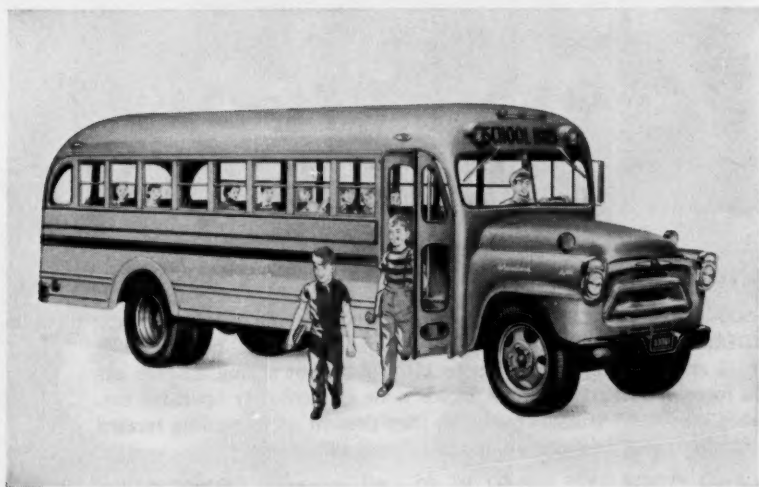


Five ways to solve school transport problems!

If safe, dependable school transportation is your problem, you can solve it in a hurry from a choice of five basic INTERNATIONAL school bus designs.

No matter which choice you make, you can count on better driver vision and control, safer stops, sturdier construction and sure all-weather operation at lowest cost.

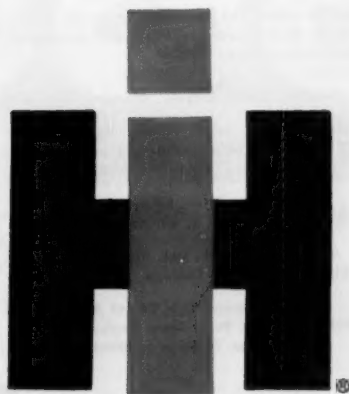
See your INTERNATIONAL Dealer soon! Whatever your particular problem, he has the ability and the bus chassis to give you the *right* answer.



All INTERNATIONAL Schoolmaster chassis meet or surpass all school bus standards. The popular model A-183 shown above is one of 5 specialized models that mount bodies ranging from 25 to 66 passenger capacity for safe, economical school transportation.

cost least to own!

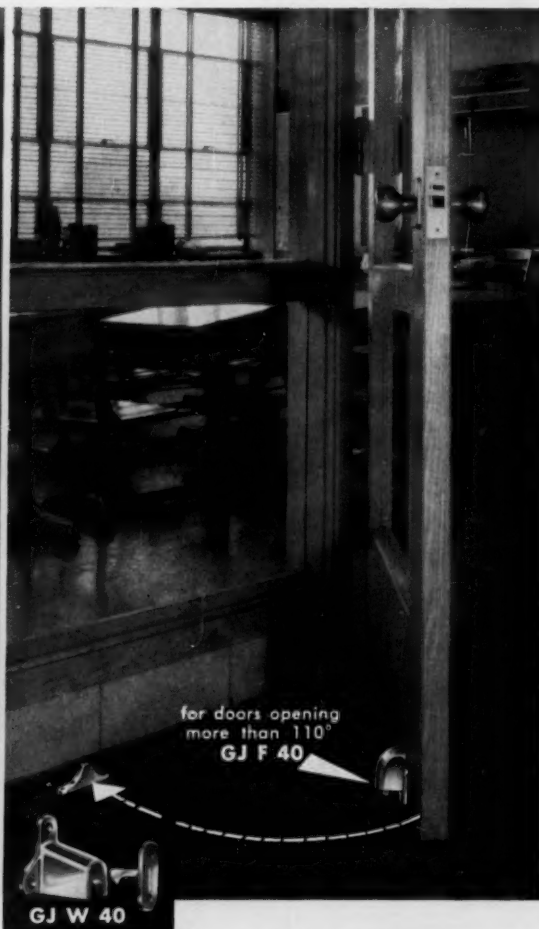
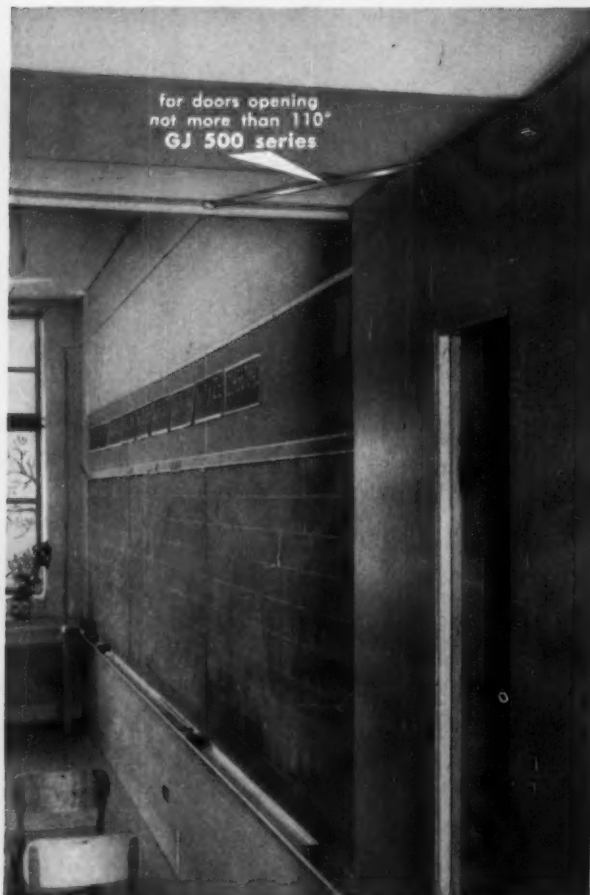
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INTERNATIONAL HARVESTER COMPANY, CHICAGO

Motor Trucks • Crawler Tractors
Construction Equipment • McCormick®
Farm Equipment and Farmall® Tractors

2 ideal specifications for efficient CLASSROOM DOOR CONTROL



These ideal GJ specifications for classroom doors are used in such outstanding schools as:

Chicago Public Schools, Chicago, Illinois

John Muir Jr. High School, San Leandro, California. Schmidts, Hartman and Wong, Berkeley, Calif. — architects

Sinclair Lane Elem. School, Baltimore, Maryland. Edward J. Hofstetter — architect

Algonquin School, Des Plaines, Illinois. Childs and Smith, Chicago, Ill. — architects

Wellesley Senior High School Addition, Wellesley, Mass. Parry Shaw Hapburn & Dean, Boston, Mass. — architects

Also GJ shock absorbing door holders for entrance and other heavy duty doors.



"shall have GLYNN-JOHNSON . . .

GJ 500 series CONCEALED (or surface mounted) OVERHEAD DOOR HOLDERS." (Most efficient shock absorbing device for holding door open at any specified degree up to 110°. Resilient spring cushion absorbs force of violent openings. Holds door conveniently open for continuous "through" traffic. Overhead, they present no stumbling hazard, are tamper-proof and cannot interfere with cleaning.)

"GJ F 40 FLOOR TYPE (or GJ W 40 wall mounted) COMBINATION DOOR STOP AND HOLDER." (This simple, foolproof device engages silently and automatically to hold door open. Releases with a firm pull. Rounded surfaces prevent children from "riding" bumper or damaging floor plate. Especially recommended for doors opening more than 110°.)

"THREE GJ 64 for metal frame (or GJ 65 for wood frame) RUBBER SILENCERS." (Form pneumatic air pockets to absorb shock or noise of closing and create constant latch tension . . . no door rattling.)



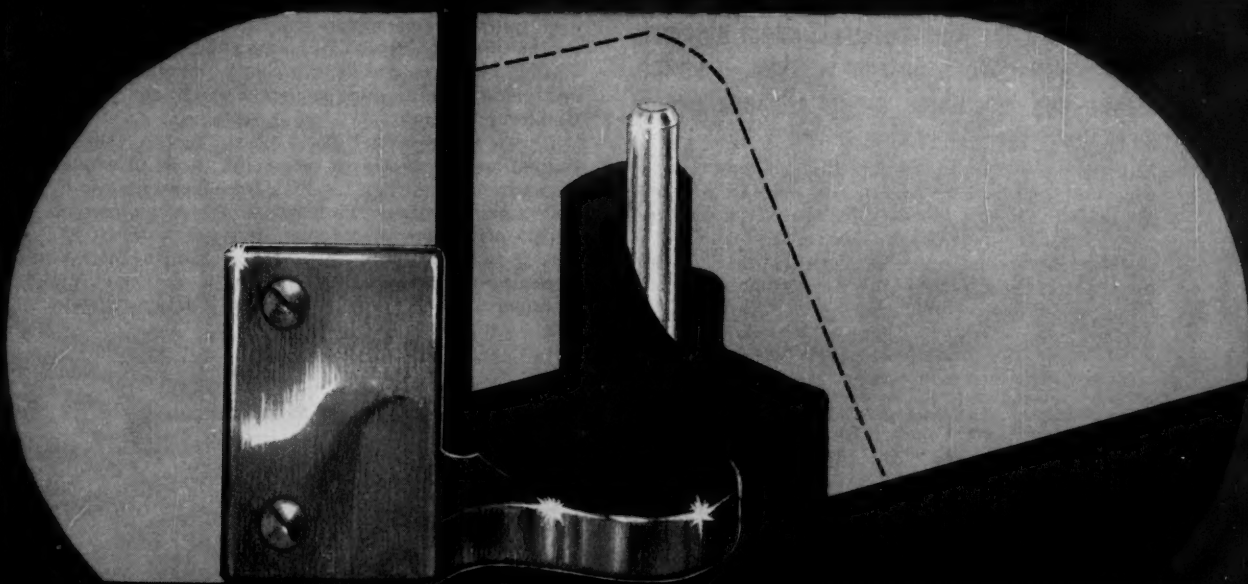
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Manufacturing Quality Showers and Compartments since 1922

Potosi school gets the finest in fresh installed complete with automatic

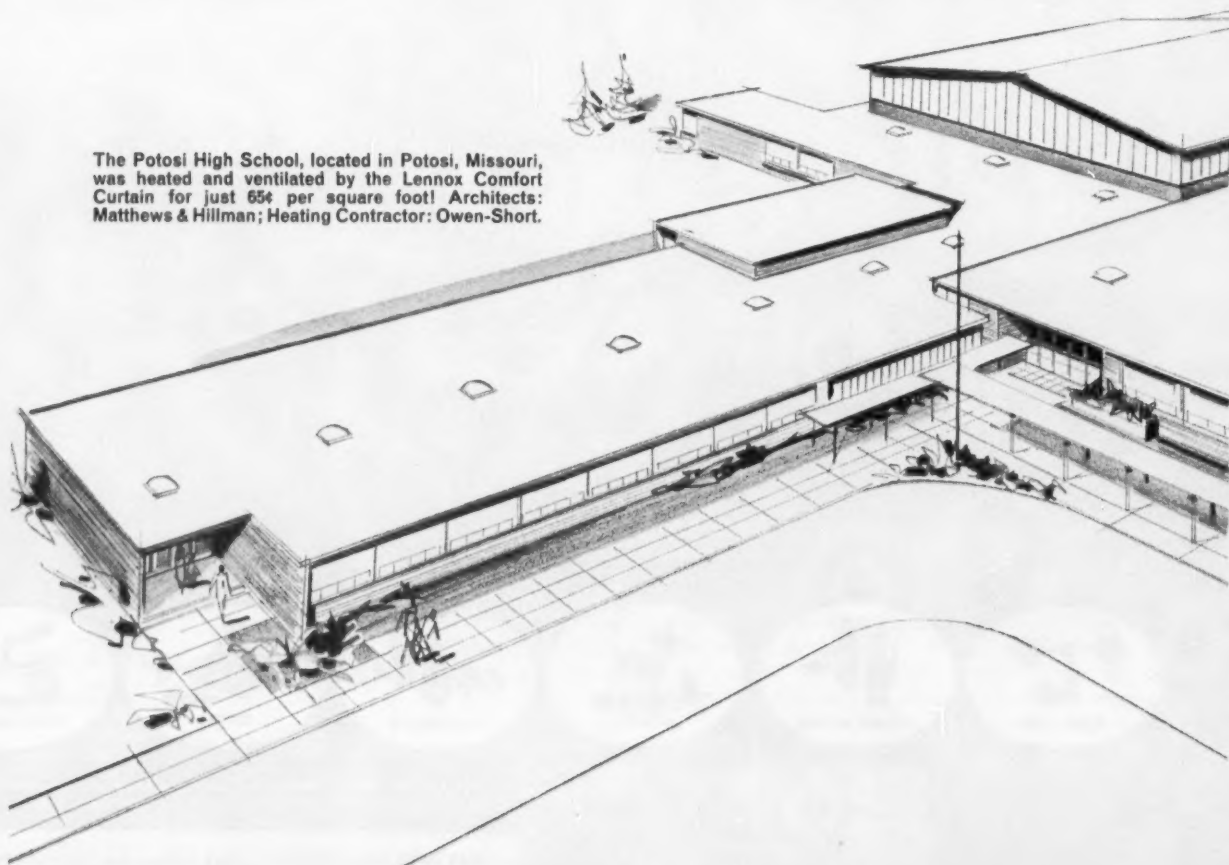
New Lennox Comfort Curtain System automatically draws in fresh air from outside . . . warms, cleans and circulates air quietly and evenly throughout the classroom!

Hard to believe, isn't it?—that after all these years a new and better fresh air heating and ventilating system can be installed *for a fraction of the cost* of systems used previously. Yet it's true! 65¢ per square foot was the *complete cost* of the Lennox Comfort Curtain System in the Potosi, Missouri High School. Including fully automatic controls, ductwork, labor—everything!

Of course, 65¢ per square foot is unusually low, even for the Comfort Curtain. But costs of \$1.03 in Indiana, \$1.15 in Montana, and \$1.12 in South Dakota are *usual and typical* of the amazing savings offered by the Lennox Comfort Curtain.

How is this possible? The Lennox Comfort Curtain System applies to schools the sound, tested principles of warm air heating. It eliminates expensive pipes, boilers and chimneys. Moreover, it saves hundreds of dollars per classroom per year *every* year it is in use. Fuel is consumed only when heat is required, maintenance is amazingly simple and low-cost. Yet—and this is important—the Lennox Comfort Curtain System

The Potosi High School, located in Potosi, Missouri, was heated and ventilated by the Lennox Comfort Curtain for just 65¢ per square foot! Architects: Matthews & Hillman; Heating Contractor: Owen-Short.



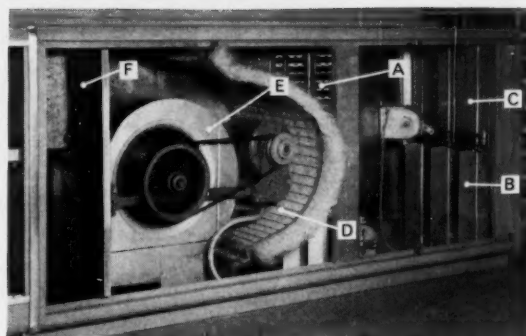
LENNOX COM

air heating and ventilating — controls — for just 65¢ per square foot!

does a far better job than costlier systems used previously for school heating and ventilating.

It provides a full, even flow of air throughout the entire length of the exposed classroom wall. It is amazingly quiet. And it holds room temperatures to a variance of six-tenths of one degree, circulates air continuously for perfect distribution, introduces a continuous supply of fresh air into the daytime heating cycle, and provides tons of needed fresh air cooling without the cost of refrigeration!

Get full information on this new low-cost system of classroom heating and ventilating. Send coupon below for free booklet, today!



Lennox Air Processing Unit introduces fresh air in adjustable volumes (A); transmits warm air (B) from adjacent or remote heating unit; continuously recirculates indoor air (C); filters air clean (D). Lennox' exclusive floating blower (E) and acoustical lining (F) assure a degree of quietness never before achieved.



A comfort curtain of healthful air rises from bookshelf duct along the full length of the exposed classroom wall in this Des Moines, Iowa school.

LENNOX

©1958 Lennox Industries Inc., Heating and Air Conditioning, founded 1895; Des Moines and Marshalltown, Ia.; Syracuse, N.Y.; Columbus, O.; Decatur, Ga.; Ft. Worth; Los Angeles; Salt Lake City. In Canada: Toronto, Montreal, Calgary, Vancouver, Winnipeg.

Lennox Industries Inc., Dept. NS-32
1701 E. Euclid Ave., Des Moines 5, Iowa

Gentlemen: Please send me your free booklet on the Comfort Curtain System of classroom heating and ventilating.

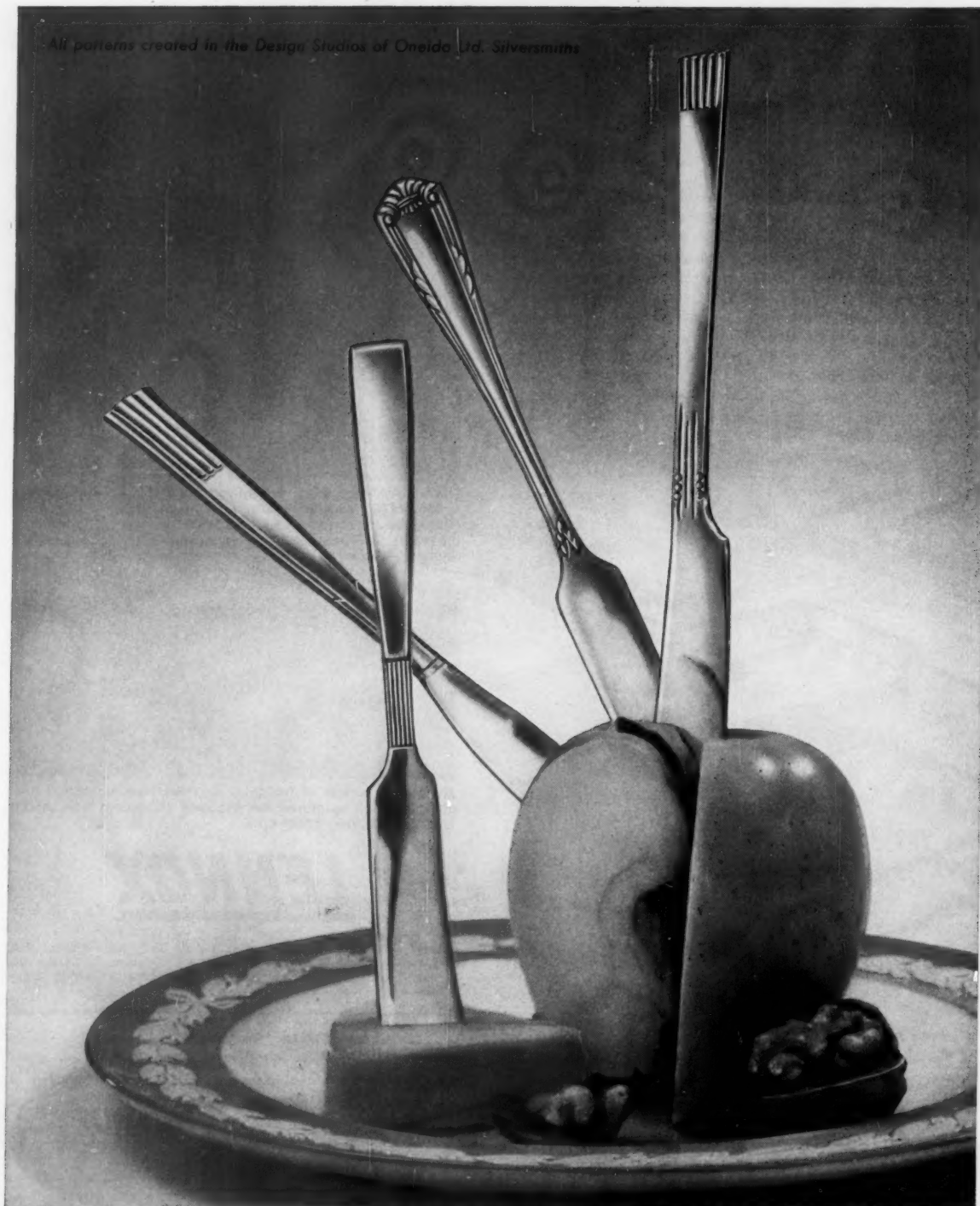
NAME _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

FORT CURTAIN


All patterns created in the Design Studios of Oneida Ltd. Silversmiths



Left to right: Colebrook,* heavyweight; Summit,* Ferndcliffe,* both extra-heavyweight; Skyline,* heavyweight.

Elegant Dining begins with silverplate by Oneida. In every
décor and price line—a pattern to meet your most exacting demands.

See your food equipment dealer or write to Hotel and Restaurant Division

ONEIDA  SILVERSMITHS, Oneida, New York, makers of distinctive tableware. *TRADEMARKS OF ONEIDA LTD., ONEIDA, N.Y.





exclusive leg
yoke design
for extra
strength



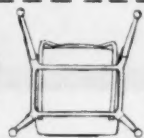
beautiful maple-
grained
plastic
desk
surfaces

mar-proof
scuff
plates



adjustable
desk
height

extra
strong
frame
design



smooth one-
piece steel
book box

be sure to
see the new

Arlington

400
feature line

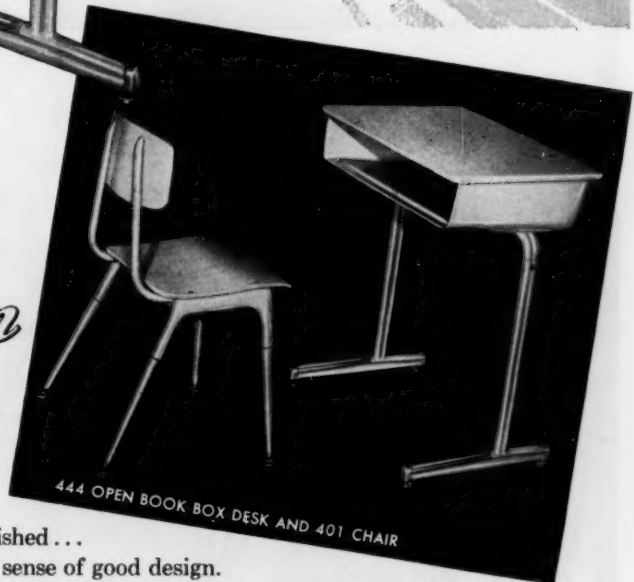
• Modern,
colorful and
beautifully finished...

to please your sense of good design.

Built in a wide variety of desk, table and chair models to let you meet every classroom need. Touched with refinements that add so measurably to convenience and comfort. When you consider school seating, you will find it worthwhile to see the Arlington line.

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A reputation for quality for over fifty years

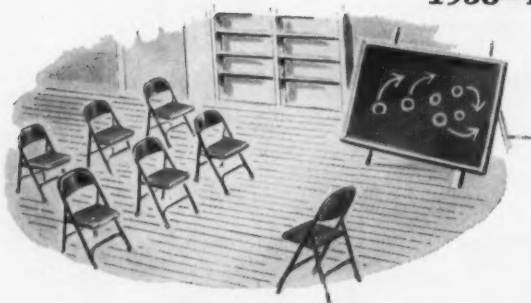


ARLINGTON PRODUCTS
include models and sizes
for every classroom need

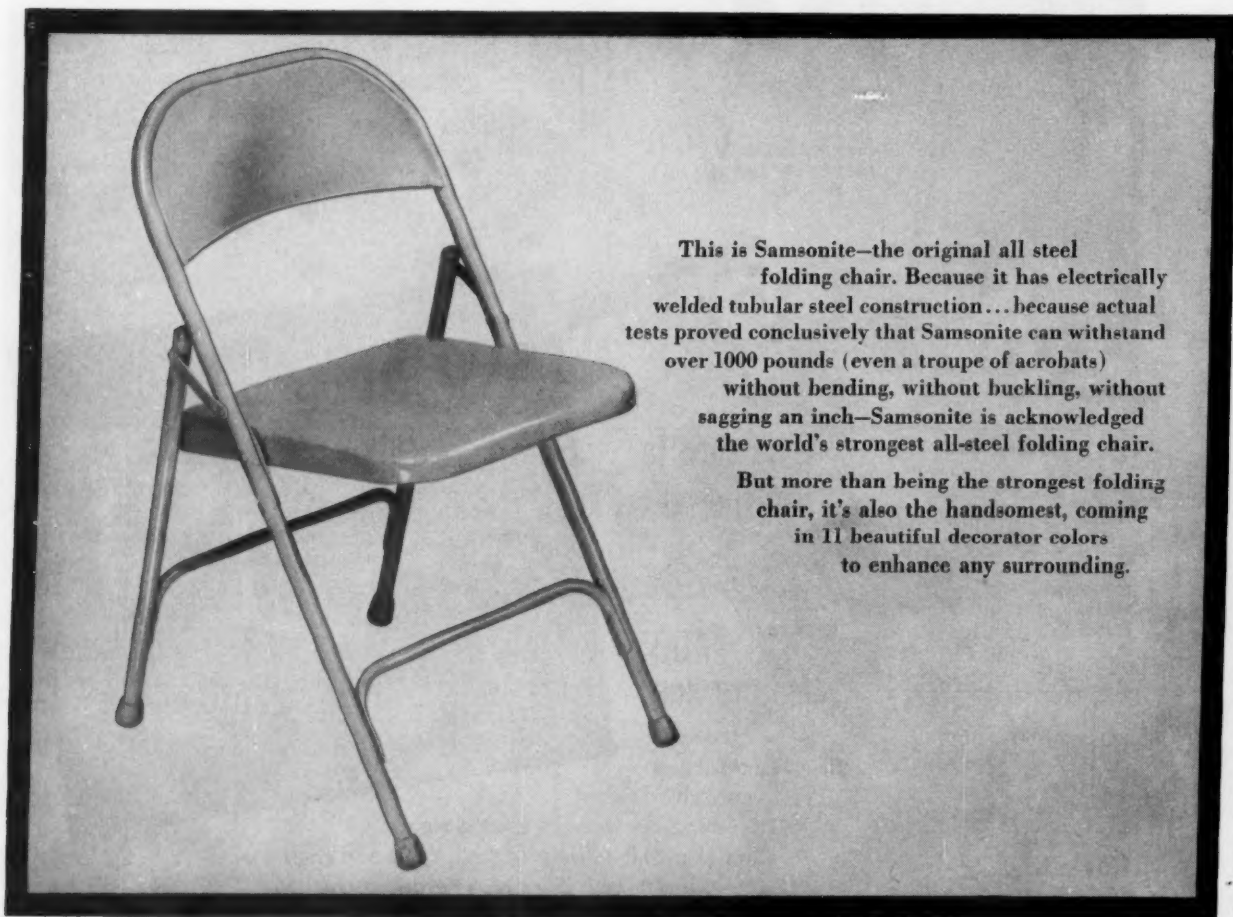


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CATALOG 58

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School overcrowded?.. Use Samsonite: ALL STEEL



This is Samsonite—the original all steel folding chair. Because it has electrically welded tubular steel construction...because actual tests proved conclusively that Samsonite can withstand over 1000 pounds (even a troupe of acrobats) without bending, without buckling, without sagging an inch—Samsonite is acknowledged the world's strongest all-steel folding chair.

But more than being the strongest folding chair, it's also the handsomest, coming in 11 beautiful decorator colors to enhance any surrounding.

SAMSONITE FOLDING ARMCHAIR



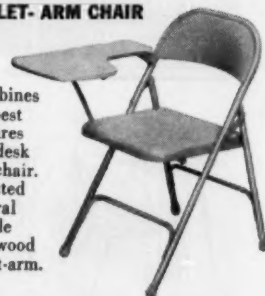
Padded and upholstered vinyl seat, back, and armrests.

**SAMSONITE
PADDED CUSHION
CHAIR**



Buoyant seat padding upholstered with damage-proof vinyl covering.

**SAMSONITE FOLDING
TABLET- ARM CHAIR**



Combines the best features of a desk and chair. Selected natural blonde hardwood tablet-arm.

.. conserve precious space!

world's strongest, safest FOLDING CHAIRS



NO TIPPING

Stand or jump on any part of the Samsonite seat. Self-adjusting hinges prevent tilting, compensate for uneven weight balance.

EXTRA SAFETY

Fold it and unfold it. Samsonite can't nip your fingers. No sharp edges to catch or snag your clothing.



CHIP-RESISTANT FINISH

All parts are rendered rust-resistant and finished in chip-resistant enamel, baked to a silken, durable finish.

Samsonite
also makers of
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WRITE TODAY

for your free Samsonite all-steel folding chair catalog containing valuable information, specifications, color ranges, special features, or see your Samsonite salesman, now.

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Write To:
SHWAYDER BROS., INC., Institutional Seating Division
Detroit 29, Michigan, Dept. NS-4

Gymnasium, Riverside School, Riverside, Ill., floor of First Grade Northern Hard Maple.
Architects: Schmidt, Garden & Erikson, Chicago. Photograph courtesy Hedrich-Blessing, Chicago.



—by all means for floors meant for feet!

Physical education and athletic authorities *all* approve floors of Northern Hard Maple. Few of them will accord even reluctant acceptance to any other kind of floor. That's a documented fact.*

And the reasons voiced aren't whims, but expert judgment that demands the respect of school building committees.

Certainly, genuine MFMA-millmarked Northern Hard Maple, properly laid, costs a bit more than splintering woods or makeshift synthetics. But it's *enormously* better—more enduring, more resilient, brighter, tighter, warmer, more pleasant to walk on, stand on, run on, jump on, dance on and, if need be, to *fall* on!

It's backed by many thousands of dollars spent for research to improve manufacturing, uniformity of design and dimension and proper kiln drying. MFMA educational work on waterproofing and trouble-free installation methods is available in free booklets, pamphlets and technical research papers. See Sweet's 13j-MA.

*Ask for Coaches' Survey Summary, available to all Architectural and School people.

where wordless "welcome" softly glows . . . you'll find

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BEECH and BIRCH

THIS MARK—

will identify floor
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GUARANTEES:

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HARD Maple, grown north
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Improve Steno Training with **MODERN DESK DESIGN**

No. 200 TYPEWRITER TABLE (above) Typewriter well on the No. 200 is adjustable to individual students' needs. Flush top working surface also is available for multi-purpose desk use. There is a choice of two widths - 36 or 48 inches. Also available: The No. 100, with Typewriter section adjustable to three fixed positions, at less cost.



NEW!

NO. 400 AD COMMERCIAL-ART DESK

Features one-piece, non-warping, stain proof Fibersin top with front retaining edge. Hydraulic check lowers top gently and noiselessly to horizontal position.

A desk designed for the convenience of the student promotes better work, harmony in the classroom, and efficient procedure. Good design banishes students' minor irritations due to cramped work area or storage space, or a desk that is too high or too low (making posture poor).

The desks on this page, with clean, functional lines and fabricated of durable, handsomely-finished materials, are designed to meet educators' requirements. Leading educators have collaborated with our product designers to produce the desired aesthetic appeal with necessary ruggedness for academic application.

All desks have tough, durable, stain-proof, non-warping Fibersin tops with square steel tubular legs beautifully finished in light tan or blue baked enamel. Smith System desks are built to last! You will think they are practically indestructible.

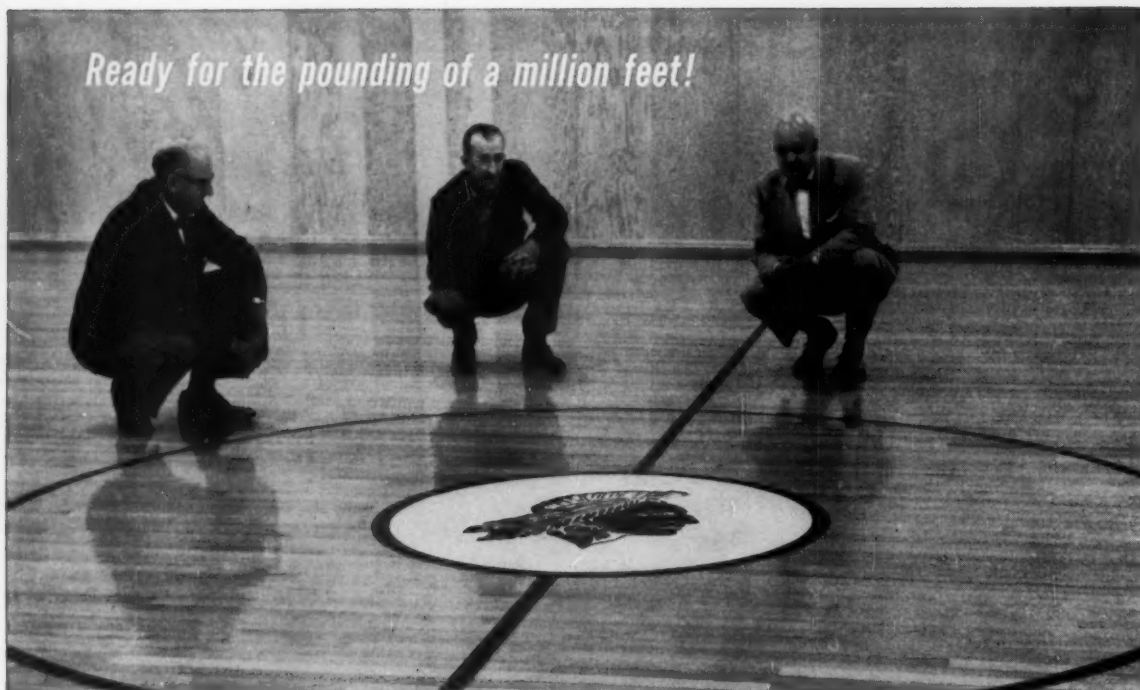
WRITE TODAY for details and prices on the new Smith System desks and tables. Other Smith System products include portable bookcases, magazine racks, combination band-directors' stand-folio cabinets, lecterns, and portable audio-visual library cabinets.

**Smith
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MINNEAPOLIS 14, MINNESOTA



Ready for the pounding of a million feet!

Left to right: Mr. Huff; Mr. Cliff Gates, Superintendent of Maintenance; and Mr. Goff, the Huntington representative, inspecting the newly lined and finished gym floor at the Siletz school.

"Just one of 30 floors we regularly finish with SEAL-O-SAN®. Isn't it a beauty?"



Huntolene Antiseptic keeps floors sanitary and dust free at the Siletz school and other Lincoln County schools. It's a part of the maintenance program which the Huntington representative, Mr. B. N. Goff, has installed. Your Huntington representative will work closely with you in setting up a maintenance program.

says Mr. M.C. Huff, Superintendent of Lincoln County Schools, Newport, Oregon

If you want to preserve all the natural beauty of hardwood and still have a gym floor that will take abuse without showing it, specify Crystal Seal-O-San gym floor finish. You get a durable, non-skid, glare-free surface that's resistant to scuffing and rubber burns . . . perfect for all kinds of indoor sports yet easy to keep up even when the floor is used for other activities.

As Mr. Huff says, "Crystal Seal-O-San not only gives us good looking floors, but saves us money—in daily maintenance and in long term replacement costs."

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Ask for
the Man
Behind the
Drum . . .
your Huntington
representative.



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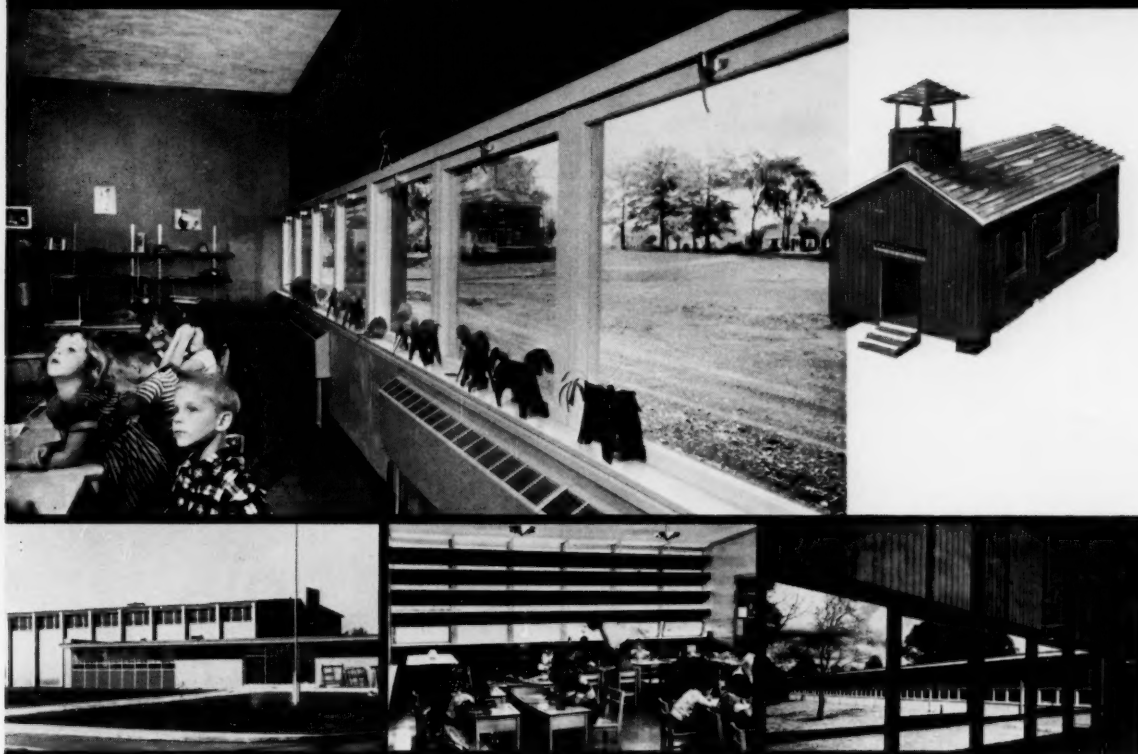
- ☐ Please send me the latest Coaches Digest free.
☐ Please have a Huntington representative call.

NAME _____ TITLE _____
SCHOOL _____
ADDRESS _____
CITY _____ STATE _____



Send for your free copy
of the latest edition of the
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Little Red Schoolhouse— OR MODERN DESIGN?

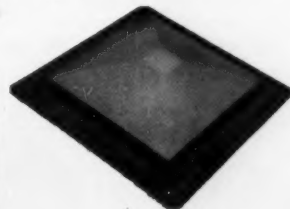


Consider Corrugulux for your next school project. For sidewall glazing, covered walkways, patio covers, room dividers and many other applications, Corrugulux is without equal.

This colorful translucent paneling goes up fast, can be sawed, nailed or drilled; installation cost is low, maintenance cost is nil. Corrugulux transmits abundant daylight, cuts glare. Because it is shatterproof, Corrugulux can be used with perfect safety anywhere.

Send for Corrugulux samples and literature. Available in various corrugations and sheet sizes; smooth or resin-rich Granitized surface. Write Dept. 29.

The newest Corrugulux building product—Double Dome Skylights. Write for brochure.



Corrugulux®

L·O·F Glass Fibers Company
Houston, Texas

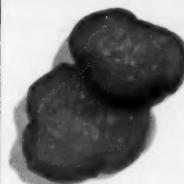
P. O. Box 20026

CORRUGATED SHEETS • FLAT PANES • PYROPANL • DOUBLE DOME SKYLIGHTS



CHOOSE YOUR TEST SAMPLE FROM TODAY'S NINE TOP-SELLING HEINZ PICKLES

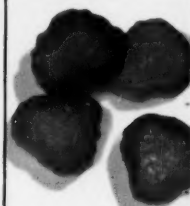
For the last five years, Heinz sales figures have shown a definite change in people's pickle tastes. People are buying more and more of the milder dills and sweet pickles. Here are the top nine . . . take your choice to make your taste test.



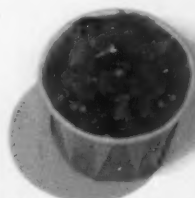
Heinz Fresh Cucumber Pickle—so mild, crisp and fresh.



Heinz Sweet Gherkins and Sweet Midgets have a crunchy crispness.



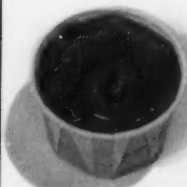
Heinz Sweet Cross-Cuts—a spicy sweet liquor.



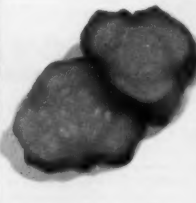
Heinz Sweet Relish—adds zip to bland flavors.



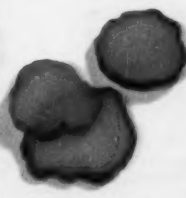
Heinz Whole Kosher Dills—perfectly shaped with uniform flavor.



Heinz Hamburger Relish—spicy tomato base.



Heinz Cross-Cut Kosher Dills . . . just enough true garlic tang.



Heinz Hamburger Slices—sharp, spicy chips, light on garlic.



Heinz Hot Dog Relish—with a sharp mustard base.



BLINDFOLDED—

69 out of 100 people chose Heinz Pickles

In a random check, 100 people were blindfolded to test Heinz pickles against 3 other brands. Not unknowns, but 3 well-known brands.

The test was made strictly on taste . . . on flavor and crispness.

Of the first 34 people testing brand "A" against Heinz: 23 chose Heinz as the better pickle.

The next 33 people tasted brand "B," then tasted Heinz. 22 chose the Heinz pickle.

The remaining 33 people tested Heinz against brand "C." This time 24 chose Heinz.

NOW—MAKE YOUR OWN BLINDFOLD TEST— WE'LL SUPPLY THE HEINZ PICKLES FREE!

We'll bring the pickle variety you choose. Then compare Heinz with your present brand of pickles.

You'll agree that nobody makes pickles like Heinz. We use our own pedigreed strain of cucumbers. They have thin, tender skins . . . crispy little seeds. They're painstakingly cleaned, then cured the long, old-fashioned way according to original Heinz pickling recipes. Nothing but Heinz own fine vinegars and choice spices and herbs are used. Heinz pickles are crisp from the centers out . . . they hold their natural green color. They are vacuum packed in space saving #10 tins to insure Heinz quality.

Nobody makes pickles like HEINZ

Heinz  **Pickles**

Clip the coupon—compare for yourself

It costs you nothing to see for yourself how good Heinz pickles are, how good they are for your business. You'll also see how many more pickles Heinz packs per tin.

H. J. Heinz Company
Hotel & Restaurant Division
Box 28, D-7, Pittsburgh 30, Pa.

Let me see for myself. Tell your representative to come—prepared to make the blindfold test.

(choose any of the pickles shown)

Name _____ Position _____

Restaurant or Company _____

Street _____

City _____ Zone _____ State _____



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Honeylite produces this soft, glare-free light with nearly perfect efficiency. And Honeylite's airy hexagonal construction actually implements the air movement from overhead air conditioning and heating systems.

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- ① Automatic self-leveling device.
- ② Heavy 18 ga. steel bookbox provides roomy storage area.
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- ⑦ Hinge is proven in use — Slam Proof — Holds adjustment.
- ⑧ Unique design of seat and back support induces good posture.



No. 700 LIFTING LID DESK
AND CHAIR SET



No. 800 LIFTING LID DESK
AND CHAIR SETS



No. 850 DESK CHAIR

SEE YOUR NEAREST IRWIN DISTRIBUTOR, OR WRITE IRWIN SEATING CO., GRAND RAPIDS, MICH.





Two men, working together, form efficient team for applying seal or finish. The Multi-Clean Method permits efficient, labor-saving techniques.



Floor is steel woolled and mopped after sealing; also between coats of Multi-Clean Gym Finish.



Game lines are painted in after floor is sealed, but before Multi-Clean Gym Finish is applied.

How to choose the best finish for your gymnasium floor

Here are important qualities you should insist on when you select a finish for your gymnasium floor . . .

It must be smooth, tough, elastic, light-colored, non-slippery, and resistant to scuffing and rubber marks.

It must possess high gloss, yet permit a minimum glare. It must be fast playing and should be approved by the Maple Flooring Manufacturers' Association.

Multi-Clean GYM FINISH excels in all these respects and also offers unusual economy.

Why it saves you money

Because it contains 40% non-volatile materials, Multi-Clean GYM FINISH used with Multi-Clean PENETRATING SEALER accomplishes as much with 3 coats as ordinary gym

finishes do in 4!

The MULTI-CLEAN METHOD is a complete, scientific floor care program which calls for the *right materials*, the *right equipment*, and the *right technique*.

New film explains Method

It is described in detail in a color film strip with sound, "Installation, Finishing, and Maintenance of Gymnasium Floors."

For informational literature telling how you can rejuvenate your gym floor or for free film showing, see your local Multi-Clean Distributor . . . or write Multi-Clean Products, Inc., St. Paul 16, Minnesota. You'll be under no obligation.



MULTI-CLEAN PRODUCTS, INC., Dept. NS-59-48
St. Paul 16, Minnesota

- ☐ Please send information on the MULTI-CLEAN METHOD for finishing Gymnasium Floors.
- ☐ I would like to see the film on "Installation, Finishing, and Maintenance of Gymnasium Floors".
- ☐ Please send detailed information on the scientific MULTI-CLEAN METHOD for maintaining other type floors. (specify type) _____

Name _____ Title _____

Address _____

City _____ Zone _____ State _____



Call the man from Fenestra for
Classroom doors at the lowest installed cost!

It looks like a costly custom-made door, but this is a *stock* door by Fenestra®, specially engineered for school use.

These new Fenestra Hollow Metal Doors swing open smoothly, close quietly. There's "quiet", built into every Fenestra door. You save year after year on maintenance because Fenestra Doors can't warp, swell, stick or splinter. They last a lifetime! And in addition, you get the lowest installed cost because:

1. You buy a *complete package*—door, frame, hardware, completely machined and fitted at the factory.

2. Erection is fast—one man with a screw driver can hang a door in minutes after the frame is installed.

3. You have a complete selection of door types ($1\frac{3}{8}$ " and $1\frac{3}{4}$ "") of distinctive designs and features—*all mass produced*. Custom quality at *stock* door prices!

Ask your Fenestra representative (listed in the Yellow Pages) to help you in your selection and specification of doors, frames and hardware. Or, write to Fenestra Incorporated, Department NS-4, 3405 Griffin Street, Detroit 11, Michigan.

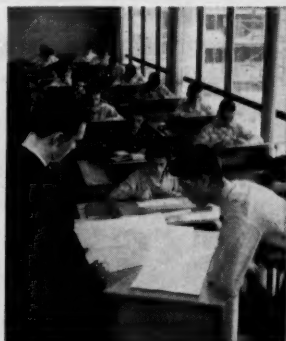


Let the man from Fenestra be your "door man"

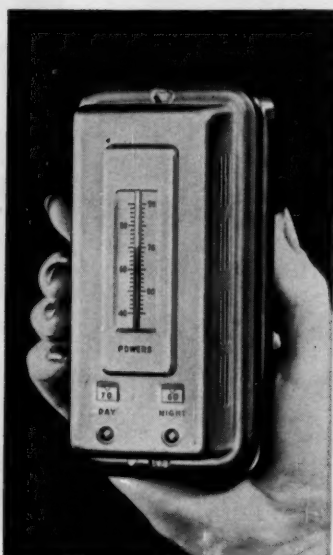
Fenestra HOLLOW METAL DOOR
 FRAME • HARDWARE UNITS

YOUR SINGLE SOURCE OF SUPPLY FOR DOORS • WINDOWS • BUILDING PANELS • CURTAIN WALLS

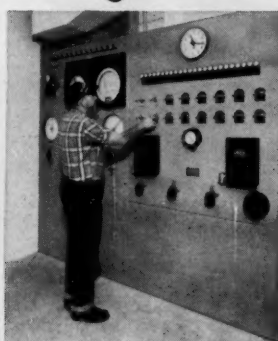
Teachers and Students.... Administrators



Engineers and Taxpayers



Powers DAY-NIGHT Thermostats are adjustable for normal temperature during occupancy and lower economical temperature during unoccupied periods.



All benefit..from the comfort, fuel economy, and low cost maintenance of

POWERS

Quality System of Temperature Control



Powers PACKLESS Control Valves prevent water leakage, banish packing maintenance and give better control due to reduced valve stem friction.

Powers Control helps reduce school costs. Economical DAY-NIGHT thermostats stop fuel losses due to wasted heat in unoccupied rooms and over-heating in occupied rooms.

Thermal Comfort for every school activity helps keep teachers happy, protects health of students and keeps them alert.

In your new school make sure taxpayers get the biggest return on their investment in accurate temperature control. Ask your architect or engineer to include a time-proven Powers Quality System of Control.



THE POWERS REGULATOR COMPANY

SKOKIE, ILLINOIS | Offices in chief cities in U.S.A. and Canada

65 years of Automatic Temperature and Humidity Control

(c91)

Introducing the new

FILMOSOUND SPECIALIST

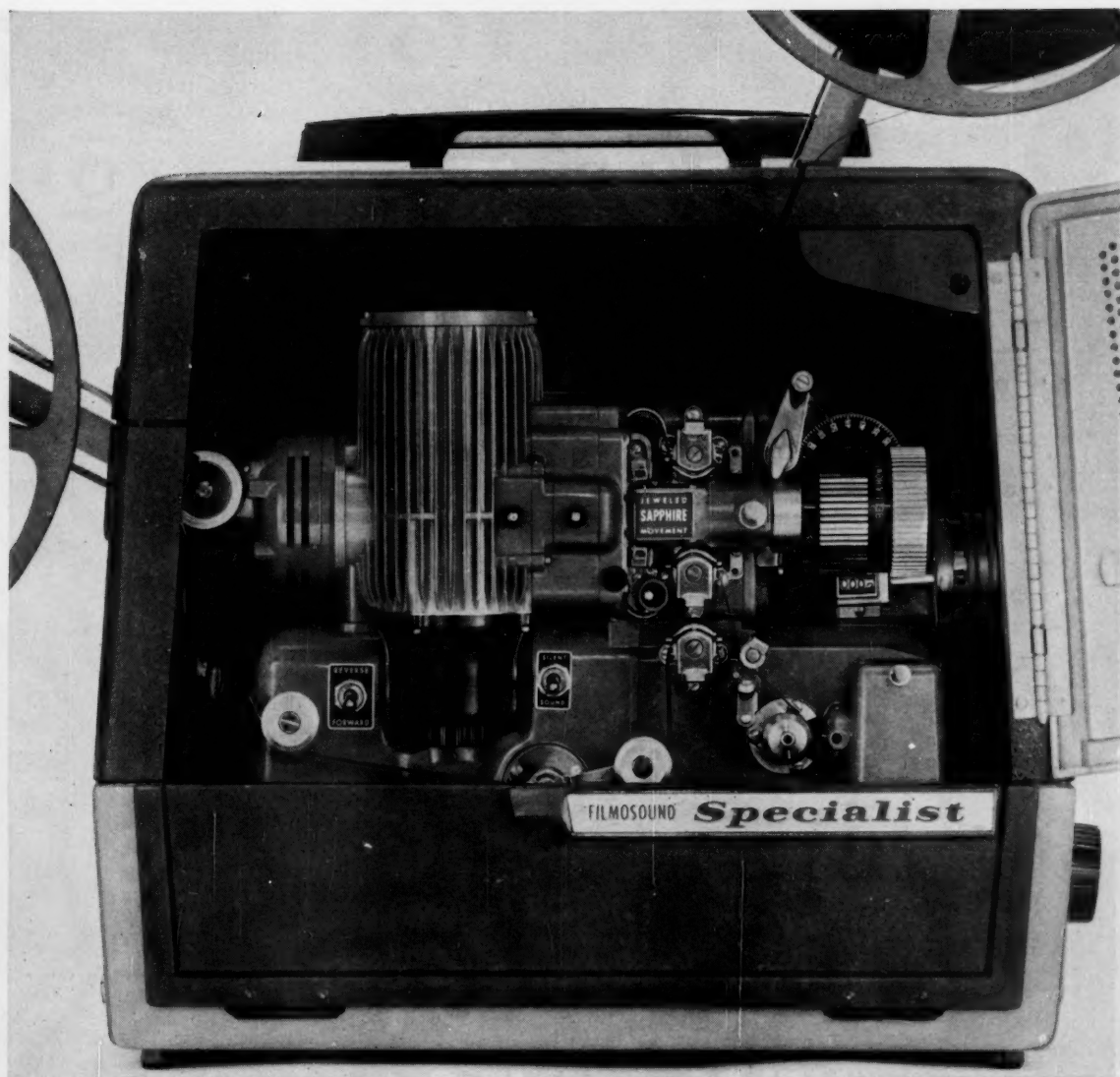
399

This is the only sound projector that "zooms" the picture to fit the screen. It reverses for review...threads in seconds...shows still pictures...requires no oiling. It's the newest achievement in sight and sound! See it in action!

The "399" is the most versatile 16mm sound projector available today. As the chart below shows, it offers more advanced features, more exclusive features, than any other projector. In over-all quality it has

no parallel, yet its basic price is only \$499.95. It is the finest value of all sound projectors. Ask your A-V dealer to demonstrate, or write Bell & Howell Company, 7155 McCormick Road, Chicago, Illinois.

PROJECTOR	ZOOM LENS	FIVE SAPPHIRE MOVEMENT	ELECTRICAL REVERSE	BRILLIANT STILL PICTURES	FACTORY SEALED LUBRICATION	AUTOMATIC REWIND RELEASE	SINGLE FRAME DRIVE AND COUNTER	TOP MOUNTED REELS	HOOR METER	AUTOMATIC LOOP SETTER
399 SPECIALIST	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
BRAND A	No	No	Yes	No	No	No	No	No	No	No
BRAND B	No	No	No	No	Yes	No	No	No	No	No
BRAND C	No	No	Yes	No	Yes	No	No	Yes	No	No
BRAND D	No	No	Yes	No	Yes	No	No	No	No	No



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2. Sapphire parts at five film handling points deliver 400% longer life . . . years of trouble-free service.

3. Reverse operation for more effective instruction. Operator can stop, review, then reverse and view again.

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5. Still picture clutch lets you stop film on single frame for indefinite period.

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11. Hour meter* records running time; aids scheduling.

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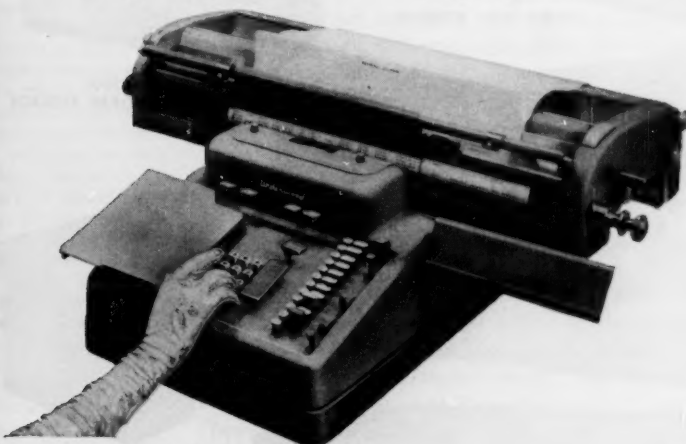


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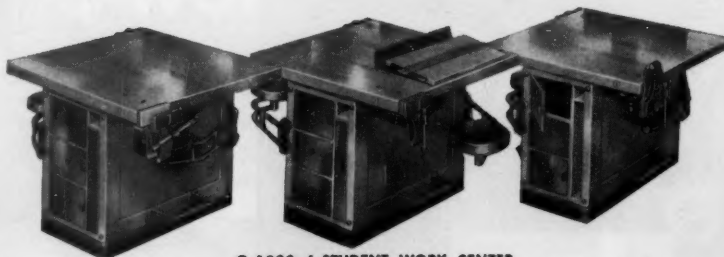
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Looking Forward

How Do You Read It?

THAT'S not the way I read it," said the man across the table.

He was disagreeing with our remark that the A.A.S.A. resolution upholds the principle of merit rating. To us, this resolution now being voted at all three A.A.S.A. Regional Meetings not only differs with the N.E.A. resolution adopted last July but gently chides the N.E.A. Representative Assembly for being somewhat "adamant."

But this is a subject upon which feelings are tender and tempers are quick. So perhaps the words should speak for themselves. In the following two columns we quote the A.A.S.A. proposal, and the N.E.A. resolution:

A.A.S.A. (February 1956)

This Association believes that teachers and other school personnel should be paid what they are worth. The science of teacher evaluation, however, has not yet developed a sufficiently valid instrument or procedure which justifies general adoption of salary schedules based on individual merit ratings. To attach merit pay to invalid and unreliable evaluations would deter by a generation progress toward true merit pay. The Association strongly urges accelerated systematic experimentation in teacher evaluation to the end that professional pay can be attached to professional rating of merit.

The Association cautions those in the profession who adamantly oppose such experiments lest they place the supposed interests of the profession above those of the public. We also caution those lay groups who use a concept of merit pay as a subterfuge by which they oppose paying any teacher what he is worth.

N.E.A. (July 1957)

Use of subjective methods of judging the quality of teaching performance in setting teachers' salaries has a deleterious effect on the educational process. The making of such judgments (commonly known as Merit Ratings) creates dissension which upsets the school. It destroys professional relationships and morale, causes strife between teachers and administrators, and leads to deterioration in the quality of education of children. Plans which tie teachers' salaries to such subjective ratings are to be vigorously condemned.

The National Education Association believes that it is a major responsibility of the teaching profession, as of other professions, to evaluate the quality of its services. To enable educators more effectively to meet this responsibility the Association calls for continued research to discover means of objective evaluation of teaching performance for the purpose of improving instruction.

Let's compare these two resolutions with the hope that we can agree on the evidence:

1. The N.E.A. point of view equates merit rating with subjective methods of judging the quality of teacher performance. It offers no other definition of merit rating.

2. The A.A.S.A. resolution affirms in simple and plain language the principle of merit rating, namely, "that teachers and other school personnel should be paid what they are worth."

3. Having stated that subjective methods "are commonly known as merit ratings," the N.E.A. declares: "Plans which tie teachers' salaries to subjective ratings are to be vigorously condemned."

4. The A.A.S.A. neither accepts nor rejects "subjective" rating as one factor of merit rating. Rather, it urges "experimentation in teacher evaluation to the end that professional pay can be attached to professional rating of merit."

Doesn't this last sentence seem to be an endorsement of the principle of merit rating?

Paramus!

AS ADMINISTRATORS, we would encourage all school boards to consider carefully their responsibilities, differentiating them from those of the superintendent of schools who should truly be considered the chief administrative officer. We commend the wise school board members who have continued to differentiate between policy and administrative responsibilities." So reads another one of the resolutions being adopted at the A.A.S.A. Regional Meetings.

This advice should be of much interest to the school board of Paramus in Bergen County, New Jersey. Judging from the story that appears in *Today's Living* (Jan. 26, 1958), a magazine section of the *New York Herald-Tribune*, one would say that the school board of Paramus is serving far and beyond the call of duty. According to Mark Howat, who entitles his article "What It's Like to Be on a School Board," the school trustees of this town meet as many as three times a week and spend as much as 40 hours a week in what they believe to be the pursuit of their duty as school board members.

The abiding interest of this school board in the welfare of its district is not questioned. But its

good intentions may not be the best kind of administration for the district it so dearly loves.

Let's look at a few of the facts as narrated by the reporter. Said Mr. Howat: "Last year board members held more than 100 meetings—about one every third night. They spent from 15 to 40 hours a week on school problems. . . . If it's the second Monday of the month, there's a regular board meeting. If there's no regular meeting, members get together to go over the minutes of the previous meeting, review correspondence, make up agenda for the next meeting, and so on. . . .

"Regular board meetings, which are open to the public, usually run from 8 till midnight, sometimes till 2 in the morning. . . . Much of the business is routine. The board may give the school superintendent permission to attend a conference, set up a school cafeteria account, decide to buy textbooks and supplies, authorize a milk supplier for the schools, accept resignations, and approve the purchase of locks for school lockers.

"The rest of the week (Monday evening is regular meeting night) is devoted to groundwork that leads up to other decisions. . . . On Tuesday night the board often conducts a 'work session.' Members go over plans for a new school with the architect, study contracts, discuss possible sites for new schools, and check with contractors on building in progress.

"On Wednesday night the board's committees meet. There are eight standing committees. . . . Each trustee serves as chairman on one committee

and as a member of two others. The exception is the board president, who's a member of all committees. . . . Thursday night is often devoted to an executive work session. . . .

"On Saturday mornings trustees sometimes discuss school financial problems with borough officials. . . . Trustees also use Saturdays to see what's going on in neighboring school systems and to attend education conferences. . . .

"Sunday is a quiet day for most board members. But president and vice president often check construction at school sites to see that contractors are keeping on schedule."

There's an old saying that the other fellow will let you do his work for him as long as you let him. Paramus reports that it is spending about \$2 million a year to support its schools. Such a system should be able to hire professionally trained workers to do the administrative work that the Paramus school board has taken upon itself.

In the development of today's American public school system, it was not intended that the school board member shall make a full-time job of his trusteeship. The board should concentrate on that which it can do best, namely, make policies and judge results.

S.P.C.P.G.

WOULD you like to become a charter member of our new Society for the Prevention of Cruelty to Platform Guests?

We've been sitting near the front row at three conventions during the past two weeks. We have watched the procedure night after night as platform guests tried to make themselves comfortable on folding chairs. The victims were constantly blinking in the spotlights, sneezing in the drafts from backstage. They would twist their bodies and crane their necks in an effort to see and watch a program on the other side of the platform. They could neither see nor hear the speakers or entertainers with any degree of satisfaction or comfort. More than one guest looked longingly at the more comfortable chairs along the front row of the auditorium, seats that usually are unoccupied.

And what the audience sees is only part of it. Imagine the discomfort of standing in line backstage while everyone is arranged in the proper sequence, and one waits and waits until the late arriving dignitaries make an appearance.

There's just one disillusioning fact about this humanitarian enterprise, that is, organizing the S.P.C.P.G. Upon further inquiry, we discovered that several—yes, most—platform guests enjoy the martyrdom.

Oh, the price one pays—just to be recognized—on the platform!

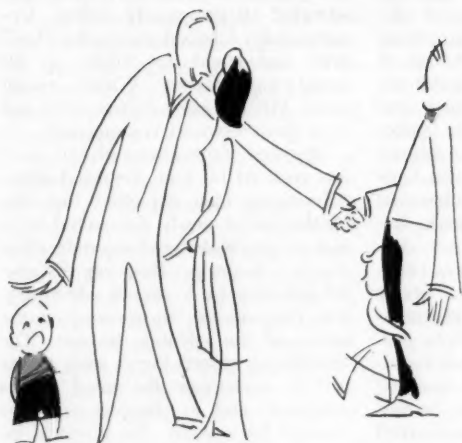
"Trouble With Our Schools Is Fancy Frills"



—Reprinted by permission of The Detroit News

The Editor

The NATION'S SCHOOLS



Putting "SCIENCE" Into Public Relations

THERE is tumult in the educational world. In Indianapolis courses have been organized from kindergarten aquarium study to high school astrophysics, and the eighth-graders are studying wired rabbits to learn the effects of drugs on body temperatures. In New York City the mayor advocates the lowering of the compulsory attendance age, and policemen patrol the school corridors in order to jettison the nonscientific, while the state superintendent of education declares that nothing is wrong that \$250 million and a new set of science textbooks can't fix up in a hurry. In Savannah, Ga., seven new curriculum science committees have been established, while in Sugartown the school superintendent (that's me) has been counted down, pressurized and hurled into a new orbit with unexpected speed. Time, space and frustration stagger on.

It is not the purpose of this tirade to examine the effects of all this sputnikery. Such surveys are presently being undertaken by many more competent, and incompetent, explorers than has ever before been the case in the history of education. In the rush to get on the science bandwagon, however, some interesting by-paths ought to be studied and, perhaps, widened. The most important is probably the public relations program.

The scientizing of the curriculum will be mandated by state education departments, teachers colleges, politicians and orators. The scientizing of teachers will be streamlined by State Certifiers and messed around by interested Foundations. The scientizing of school administrators has already been begun by popular maga-

zines in search of dirt and larger circulation. As the school superintendent sadly picks up the broken pieces of his curriculum, there is not much left for him to scientize. *He must realize, however, that somewhere, somehow in all this pother his public relations program failed and it now becomes necessary to put it under a new and powerful microscope.*

• • •

IN THE afterglow of sputnik, let us examine the public relations program to see what happened and what can be done about it. Future educational history will reveal that in the fall of 1957 the average school administrator thought he was doing well, optimistic fellow that he always is.

True, in the janitor's broom closet the pupils were stacked in piles awaiting future disposition until new buildings could be erected.

True, too, the anemia of the budget showed little improvement, the temperature of the P.T.A. was rising appreciably, and the football team had broken another bone or two. These expected developments were neither new nor surprising nor did the superintendent feel undue alarm. He was sure that he had published the facts widely and that the state of the schools was common knowledge. The catastrophes were not serious, because he felt the public was well aware of them and anxious to help.

Thus, as Soviet satellites circled the earth, trust and confidence of the public in their schools began to fall. The school superintendent quickly found himself in the position of a 1929 banker on the verge of depression.

Public suspicion clobbered him and all his works. Evidently his past appeals, warnings, admonitions and "I told you so's" had fallen on deaf ears. He had not been able to communicate. Whether the failure of the public to understand was due to too little leg room or too much chrome; whether it was the result of lethargy, complacency, progressive education, the educational lag, the monthly rising cost-of-living index or the kitchen sink—who can say? The fact remains that the school superintendent was sputniked so fast it shouldn't happen to a dog, and his public relations hit a new low.

• • •

THUS, the time has come to take a bold new look at all of the interpretive technics, to make use of the new technologies, inventions, ideas and gimmicks that have not only revised the course of communication in American life but have built Madison Avenue into a synonym for progress-of-a-kind, salesmanship-of-a-sort, and ulcers-of-a-tummy. It is obvious that the former hit-and-miss, guess-or-gosh method of informing the public and interpreting the school is completely out of date. The quicker we scientize our public relations the better.

However, to combine public relations with science may take a bit of doing. The dodos, of course, will protest that it can't be done. They will say that public relations is an art and not a science, that it is an art like unto the cultivation of beautiful roses, of knowing how to control the bugs, of understanding when to pluck and when to prune, when to spray and

when to fertilize. They will claim it is an art such as fishing for the wily brook trout with the proper bait, hook, line and sinker, and that it is impossible to use science in such a process. The cold waves under which the schools shiver in the climate of public opinion, however, leave the superintendent no alternative. He must scientize or perish.

In recent years the physical world has been changed by a simple scientific and mathematical formula: $E=MC^2$. Is it not possible to construct a similar formula which will set forth the law of public school relations and thus release the hapless school administrator from his ancient duplicating machines and his irate notes to parents? Such a formula might well rank with the Einstein discovery and probably do a lot less damage.

As a result of considerable ponder, overattention to doctoral dissertations, and too much concern about a clamorous public, just such a formula for public school relations has been discovered and is revealed herewith:

$$PR = \frac{SP}{MR} \times ESP_{.2}$$

In this formula PR stands for the Program of school interpretation, SP is the new science of "Subliminal Perception," while MR can be interpreted as Motivational Research, multiplied by ESP which is Extrasensory Perception increased by .2 or what is vulgarly referred to as a "fifth." For the sake of the average nonscientific school superintendent, the symbols will need considerable explanation, simplification and adaptation, but such processes have always been necessary for any public relations program to have a chance of success.

The recent discovery of "SP" is variously referred to as the phantom plug, the secret sell, or the painless approach. The discovery of SP was made by one of the great American advertising agencies just a few months ago. In its present crude conception, it puts ideas painlessly but surely inside the receiver's skull by flashing commercials on movie or TV screens so fast that the viewer isn't even aware of seeing them.

The SP communication enters the subconscious mind "below the threshold" and is accepted as a fact without the usual parental argument that takes place when a "C" student receives an "A" mark for a "B" effort. At this point the reader is sure to be reasonably confused but that is not an unusual situation either in school administration or in public relations.

Of course, there are many objections to SP, but school executives cannot afford to be too finicky at the moment, and a careful adaptation to present-day necessities may clear up any popular misconceptions of the process. In making such adaptations to his interpretive program, the school administrator must keep in mind the higher purposes he is serving and avoid the depths to which Soviet scientists have fallen. It is reported that these disagreeable fellows have perfected an audio type of subliminal perception method using high frequency sounds which are not consciously heard but nevertheless penetrate the subconscious. Such a device would make for less painful brainwashing. Any public relations program, however, that attempts brainwashing as an objective is a revolting development (although it may be said parenthetically that some misconceived programs in the past have seemed to sponsor just such a nasty process).

A more civilized adaptation of SP to the public relations program will be somewhat difficult, and the eager interpreter should rule out the movies and TV before he starts. These great publicity channels have their hands full of popcorn and revolvers ("stick and carrot" interpretation), and their future usefulness is a matter of some question.

However, it is easy to see the fundamental psychological implications that subliminal perception can open up. Public school relations in the past has too often tried to exploit unintelligible report cards, adolescent yearbooks, complicated budget reports, pompous annual state-of-the-school messages, smudged duplicating machines, zealous but unled P.T.A. groups, and the unimportant "ahem-ahem" speech at Rotary. These worthy avenues have too often been strangled with the pedagogical platitude, the trivial, the nonessential, and the unnecessary. Properly adapted, SP might well bring new elements to the program, inasmuch as:

Any public relations program must be modern, up to the minute, speedy and as painless as possible in a painful world. It must have high frequency. It must be continuous, yet careful timing is of the essence and a relaxing approach is important.

The second esoteric element for this scientific formula to improve public and school relationships is MR, that is, Motivational Research. For purposes of this article, MR is defined

as the latest scientific method to persuade an Id to cuddle up to an Ad. MR is not new in the history of education. It began with Ichabod Crane, who socialized with his public and attended all community frolics. Unfortunately, Ichabod received a "bad" press and could not follow up his initial togetherness. Within recent years, MR has been rediscovered and is in great demand commercially.

The vast implications of MR were first realized by Prof. George Gallup. Advertising men exploited the idea by the use of newly discovered techniques of psychiatry and minding other people's business. However distasteful this may be to school administrators, they cannot fail to recognize the values of the scientific technic. The advertising experts began early to use MR to investigate the mind of the consumer and to discover what he thought he wanted. By scientific interviews, bell ringing, door banging, street walking, and similar methods they have been able to explore the consumer's Id, discover his hidden passions and prejudices, and thereby formulate a campaign to manipulate him. In a word, MR is a sort of a mass psychoanalysis.

Early results of MR were sometimes appalling, as are present-day results for that matter. Through MR such obnoxious human traits have been discovered as laziness, sex, calorie-consciousness, and fish-tailed mobiles. All these discoveries have considerable bearing on the school curriculum but they should, of course, be ignored by the eager educational interpreter. The importance of MR to school interpretation is that through a more scientific approach it reveals what people are thinking, what they want, what they are willing to do, and how much more they can take.

As with the other elements of the formula, MR should be adapted for the public relations program with a great deal of caution and prayer. The agencies for successful adaptation are readily at hand and, oftener than not, are completely voluntary and without cost. MR investigations are willingly carried on by P.T.A.'s, citizens committees, pupils, teachers, bus drivers, janitors, self-appointed censors, wives and children. The MR processes can be enhanced by opinion polls, discussion meetings, and lodge suppers. They can be encouraged by publication of a budget which aims to reveal rather than conceal, an annual meeting not dominated by a palace guard, a school building without fences around it, and an open mind and an understanding heart.

Formal surveys may speed the process, but caution is indicated. Preliminary MR surveys should be made

before any outside surveyors are called in. The recent incident of a state university president who employed educational experts for a survey resulted in a president without a university. Somewhere along the line the MR processes were dammed and so was the college president. This incident, of course, is not at all an unusual development even among school administrators.

Properly handled, the technic of motivational research is a vital part of the public relations program. It is possible that the more squeamish school administrator will wish to substitute pure research for the motivational kind. The formula offers no objection to such a procedure. In any school interpretive program, some sort of research is vital and, through the astute use of MR, the school administrator undoubtedly may be helped to keep his ear to the ground, his eye to the future, his head above the waves, and his nose to the grindstone. The average superintendent will realize that these objectives are not clichés by any means but often become a matter of stark survival. MR should not, however, be used to approve a soft, timid course of action or an excuse for appeasement. Science has recently revealed that Knowledge is Power and, fundamentally, MR is the gathering of knowledge even though it may never be used.

Insofar as the public school relations program is concerned, the wise and careful adaptation of MR helps to ensure that:

The public relations program shall be both scientific and specific, based on sound knowledge and understanding of the community mores, morals, penates, prejudices and resources. It will be guided but not shackled by the most thoughtful community opinion that can be collected, individually tailored to the community finances, ambitions, skills, dreams and visions.

LET us now apply the most important ingredient of our scientific formula for public relations. This is ESP, Extrasensory Perception, which may be defined as the element above and beyond ordinary forecasting and prognostication.

ESP is the newly discovered science of clairvoyance and telepathy. For the benefit of school administrators who seldom shoot dice in public or even play canasta for more than a

fraction of a penny a point, it needs to be explained that ESP was discovered at Duke University by a college professor. To his own satisfaction, he has proved that certain persons are endowed with an uncanny psychic ability to know and predict in advance how the dice will roll, how the cards will fall, or how the mop will flop. Fortunately, this wonderful accomplishment is possessed in the highest degree by every school administrator, for without it he couldn't be a school superintendent for any appreciable length of time. In the business of school administration, the superintendent must be able to predict the future with considerable accuracy, or else.

It is true that sometimes the superintendent's ESP deserts him, as was evident when the baby boom caught him with his buildings down and, more recently, when his reading program was so viciously attacked by people who hadn't read the book. A more startling example occurred when, lulled by public approval, he failed to understand Russian instead of English. That failure, in case the reader may wish to know, is what this article is about. But, in general, a school administrator has a remarkable ESP quotient, an ability to foresee, to predict, to know what is coming and to call the shot. In the constant use of this great and esoteric force lies his hope of success in any program of public school interpretation.

In the lackadaisical past, it may have been that a public relations program might largely have consisted of an ability to make friends, sing in the church choir, avoid raging drinks, be happily married to one wife, engineer charity drives, and act as scoutmaster on request. Of course, these important qualifications are still necessary, but they seldom add up to a good public relations program. Today, more than ever, they need to be fortified and strengthened with an extra large dose of ESP.

The qualities needed to maintain the ESP power at its maximum are identically the same as those needed for good public relations, i.e. intense and thoughtful concentration, long periods of careful meditation, a goodly supply of gall, an understanding of the laws of probabilities, strict attention to the business at hand, a modest delight in the gambling instinct, plenty of old-fashioned horse sense, and a whale of a lot of luck. These are skills and understandings which are sharpened by age, experience, misfortune and much observation. It is fortunate for America that the average school superintendent is so greatly endowed, for good public relations (which in essence is nothing more than community understanding)

was never more important in our entire history.

As he multiplies the other elements of our formula by ESP, the school administrator will appreciate that:

Any successful public school relations program demands the ability to see into the future and plan accordingly, to make accurate prediction of curriculum trends, to think big and to act positively. Such a program must have thought with vision, humility with confidence, and far-sighted leadership.

If the reader is not yet convinced that careful use of the earthshaking SP

formula, $PR = \frac{SP}{MR} \times ESP_2$, will

not completely revolutionize many present practices in the public relations program, he should restudy the three main points and give them the old college try. If obfuscation still obtains, the following true life parable will probably not reveal the secret but it may point a moral.

When the White Knight was appointed superintendent of the Wonderland Schools, his first duty was to streamline the public relations program which, as is virtually always the case, had been left in terrible shape by his predecessor. He studied the newly revealed formula with great interest. Alice, the girl reporter, asked for his reactions.

"I fail to see," said the White Knight, squinting out the window at his guards, who were busily engaged in manhandling prospective customers, "that this formula sheds any new light on the perplexing question of public relations. While it purports to be based on the latest technology and science, it sounds to me like a rehash of the tired, old principles and technics that have been panel-discussed into oblivion by round tables everywhere."

"Maybe that is because there is nothing new under sputnik," said Alice sarcastically. "Or maybe it's the educational lag—or maybe it's you."

"Nonsense," retorted the White Knight. "All that this formula really does is substitute Tweedledee for Tweedledum. Personally, I never could abide either of those little twerps and, as far as the schools are concerned, I shall have nothing to do with either one of them."

"My dear superintendent," said Alice with tears of pity in her eyes, "are you telling me?" #

reactions to a

Summer Program



A teacher takes her pupils on an excursion in a nature study class.

Photo by Wayne Miller

By
PHILIP LAMBERT

Learning the details of setting up a summer school program was the experience of Philip Lambert when he held the positions of classroom teacher, principal, director of curriculum, and assistant superintendent at Orinda, Calif. Dr. Lambert was in the Orinda school system for seven years. In 1957 he became an assistant professor of education at the University of California, Los Angeles.

THE Orinda Union School District, Orinda, Calif., is looking forward to its fourth summer program. Supt. J. L. Sheaff, aided by Glen McNicholas, director of instruction, and Frank E. Isola, director of physical education, have been making plans for this year's program since last September, for, says Superintendent Sheaff, the key to a successful summer program is year-round planning.

Orinda's summer school program has been vigorously supported by the

parents of the community, and their enthusiasm for it has stimulated other communities to look into the desirability of supporting a similar program in their respective school districts. But superintendents are chary. They want to be sure that the best use is being made of public monies. These are some of the questions they ask and Orinda's replies to them.

What is the summer school program? The Orinda summer program offers its pupils four distinct opportunities

for enlarging their educational experiences: summer camp, summer music school, summer school, and summer recreation. A pupil may enroll in only one program with the exception that recreation may be added to any program selected.

Who staffs the Orinda summer school program? It is the practice to employ outstanding teachers from the Orinda elementary schools, surrounding school districts, and near-by colleges and universities. Teachers are

selected for their interest in the school and their unique contributions to the summer school program.

How long is the session? With the exception of summer camp, five weeks. Summer camp is held for one week only, and its emphasis is upon nature study. Summer school is held daily Monday through Friday from 8:40 a.m. to noon, class periods being one hour in length. July 4 and 5 are usually summer school holidays.

Who is eligible to attend? All pupils who are currently enrolled in Grades 1 through 8. There is no summer school kindergarten.

How does one register? The office of the registrar is open for registration from May 1 through May 31 from 9 a.m. until noon. However, enrollments are limited, since it is believed that classes of more than 20 to 25 pupils cannot be taught effectively. One indication of the value placed by parents on the program is the fact that each year since the summer school has been in operation it has been necessary to compile a waiting list. If openings occur, late applicants are notified in their proper order.

What about attendance? The board of trustees has adopted an attendance policy which requires that any pupil who is absent more than three times for reasons other than illness shall be dropped from summer school. This

policy has resulted in eliciting strong cooperation from parents in making sure that their children's attendance is regular and prompt.

Attendance is financially important as summer school aid is based on average daily attendance.

Do you give grades during summer school? Yes, but only if specifically requested by the parent at time of registration.

Does the district supply transportation? This is considered an extraneous expense. Therefore, the district does not supply transportation for summer school.

What types of courses do you give?

Two types of courses are available: enrichment courses designed to broaden the youngster's horizon and to encourage his natural curiosity, imagination and creative ability, and skill courses designed to increase the child's knowledge of the fundamentals. Among the former are arts and crafts, creative dance, creative writing, drama, extended reading, folk dancing, foods and homemaking, French, geography, home mechanics, journalism, music, nature study, physical education, physical science experiments, public speaking, Spanish, study technics, team problems, and typing. The skill courses include arithmetic, grammar, phonics, reading and language clinic, and speech correction.

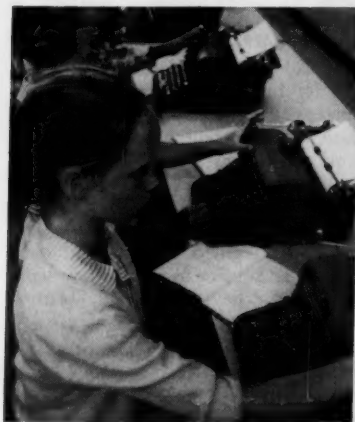
The curriculum offered by the summer school was determined by a prior community survey and the administration's decision to maintain a balance between skills.

How is your program financed? Although in California the law provides for limited state aid to summer schools, more than 50 per cent of the cost is borne by the local district. No special fees are charged for the summer pro-

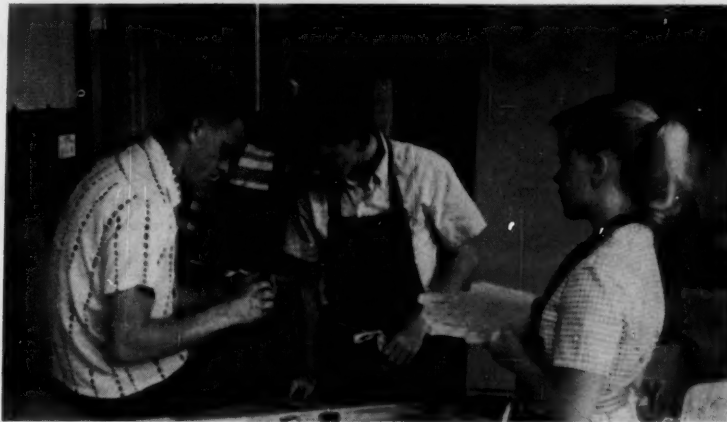


Photo by Wayne Miller

Left: Pupils in summer camp are able to attend nature study classes outside. Studying butterflies became more vivid to summer school pupils because they had captured them with butterfly nets.



Above: Typing was no mystery to this fifth grader after the simplified typing course given in summer school. Within a five-week period, pupils were writing letters to their various pen pals. Other subjects offered were arts and crafts, creative writing, and public speaking.



Photos by Marvin D. White

Above: A coeducational home mechanics course offered summer school pupils a chance to work on individual projects. **Right:** In a physical science class, nine and 10 year old boys study the basic principles of rocketry. This was, of course, before the sputnik era.



gram except for the summer camp, where an incidental fee is charged for food and transportation.

What courses did you find most valuable? Least valuable? This is difficult to answer, except in terms of popularity. Among the enrichment courses, typing, team problems, and music, in that order, were the most popular. The reading and language clinic had larger enrollments than any of the other skill courses offered.

What values and purposes are served? The outstanding value to the children and to the district is the stimulating possibility of experimentation with the curriculum. Another value to the district is the recruitment of out-of-district teachers with new and fresh approaches to the curriculum, and the resultant opportunity for interchanging ideas with members of the regular staff.

What did the teachers think of the summer school program? A majority of the teachers seemed to believe that in a summer school more emphasis

should be given to the enrichment courses than to the skill courses, unless the latter are offered for remedial purposes. Since remedial work is not the motivating force behind the program, it is their opinion that skill courses might even be reduced in number. They also pointed out the need for having a well designed teachers' handbook to help orient teachers and pupils to the program.

How do the parents react? At the end of the 1957 summer session, questionnaires soliciting opinions were sent to the parents of the 456 children who had attended. Parents returned 189 questionnaires (41 per cent). In response to the question, "Were the classes offered satisfactory?" 185 checked Yes and 4 No. Nine parents suggested that additional courses be offered: more art classes, more typing classes, library course, swimming, cooking, sewing, modern dance, wood shop, all courses for high school in American history and spelling.

Parents of enrollees were not the only parents polled, however. Those

whose children did not enroll in the 1957 summer program were asked why. Reasons advanced included: "the child is too young"; "the child is not interested"; "the child has no transportation"; "family vacation plans interfered"; "summer is vacation time"; "three hours of school is too long"; "summer school should be for remedial work only." The last three comments appear to be the only indication of parental criticism of the summer school program, and may be regarded as representing only a very minor portion of the community's citizens.

How did the pupils react to the program? Each of the 456 pupils enrolled in Grades 1 through 8 was asked four questions concerning summer school during its last week: (1) "Why did you attend summer school?" (2) "Did you learn things you did not learn in regular school? If so, what?" (3) "If you had the opportunity, what would you like to know more about?" (4) "Do you think you will do better in school next year because you came to summer school?"

A composite response to these questions indicates that most pupils believe they benefited greatly from their experiences. Most pupils had received parental encouragement to attend and frankly admitted that they needed help in certain subjects or had a desire to acquire more skills and knowledge. They had learned in summer school things they had not learned in regular school, such as "a new language," "how to play games," "starting a musical instrument," "how to put on plays," and so on. Moreover, what they had learned had stimulated a desire for further learning—art, history, languages and nature study—and they thought they definitely would do better work in regular school because they had come to summer school. They had, they said, learned about many things they hadn't known before, and they had learned more about some particular subject in which they were interested. They had, indeed, "learned to like working in school now."

IN SUMMARY

To sum it all up, it would appear that any school district might well examine carefully the summer school program instituted at Orinda. It has community support, both taxwise and moral; it offers opportunity for teachers of other communities to bring into the district and to take home with them fresh approaches to the curriculum, and, most important of all, it provides the pupils with stimulating learning experiences to supplement those being provided during the regular school session.

#

The NATION'S SCHOOLS

Below: Two boys in camp are after polliwogs in connection with their nature study class.



Photos by Wayne Miller

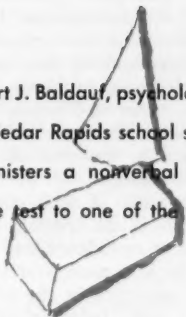


Above: This pupil is absorbed in the book he is looking at during the summer school course at Orinda called extended reading.

Below: The school patio is used as a classroom during the summer session. This pupil is sharing information that he had researched about a butterfly he had caught.



Robert J. Baldauf, psychologist in the Cedar Rapids school system, administers a nonverbal intelligence test to one of the pupils.



An educator trained in the technics
of educational and clinical psychology is the person
modern school systems need to fill



The Rôle of the School Psychologist



I WISH the psychologist could be in our building every day." This remark was made recently by an elementary principal in Cedar Rapids, Iowa. It typifies the reaction of the teachers and principals here to the program of psychological services.

Describing the work of the school psychologist is difficult, inasmuch as this job title has been used in many systems to identify specialists whose particular function depends upon many factors, such as precedent, tra-

dition or the nature of the initial need for specialized skill. In many communities, the psychologist does little more than administer tests. Other communities utilize their school psychologist as a general supervisor of research or testing. Still others see the psychologist as a clinician working with subnormal children. In Cedar Rapids, the school psychologist utilizes his skills to aid in the solution of a wide range of problems that occur within the school community. In this school

system, the psychologist functions as a specialist within the profession of education.

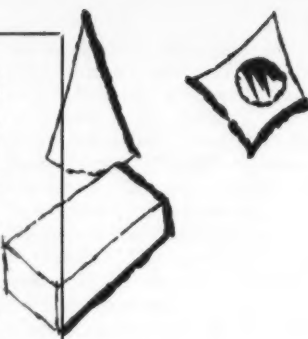
The school psychologist has a two-fold function in Cedar Rapids. His duties are both staff-centered and child-centered. In the staff-centered rôle, he functions in a variety of situations as a psychological consultant to teachers, principals and parents. In the child-centered rôle, he works as a clinician with individual children who are having adjustive difficulties. To carry



RICHARD E. BARNHART and ROBERT J. BALDAUF

Richard E. Barnhart has been the assistant superintendent in charge of special services for Cedar Rapids schools since 1955. Previously he was director of administrative services, Terre Haute, Ind., director of guidance at Columbus, Ind., and teacher at Westfield, Ind. He received his bachelor's degree from Manchester College, his master's and doctor's degrees from Indiana University. Board membership was the topic of an earlier article in The Nation's Schools.

Robert J. Baldauf combined a teaching and psychological background in his work experience before going to Cedar Rapids. He was chairman of the department of social studies at Shurtleff College, Alton, Ill., and psychologist at Southern Colony and Training School, Union Grove, Wis., at Belleville High School and Junior College, Belleville, Ill., and at Alton State Hospital, Alton, Ill. Research on gifted pupils is his special professional interest at present.



out this twofold function successfully, this specialist must be basically an educator who is highly trained in the technics of educational and clinical psychology.

The Cedar Rapids plan for psychological service requires the psychologist to spend at least one-half day per week in each elementary school. During this weekly visit, the psychologist accepts referrals for individual studies of children who are having learning problems or difficulties in personal and social relationships. The referral procedure is initiated by the teacher through the principal of the school. High school visits are made at the request of the high school counselors whenever they are confronted with problems that need the skills of the psychologist.

EVALUATION MADE FIRST

Upon referral, the psychologist makes an evaluation of the child as a first step toward aiding the child to achieve a better school adjustment. The evaluation is designed to provide a picture of the child's personality traits, skills, abilities, achievements, motivations, habits, attitudes and fears.

Four procedures are employed to obtain the necessary information: (1) The psychologist discusses the child's problem with the teacher and studies the child's cumulative and anecdotal records. (2) The psychologist observes the child's behavior in the classroom and on the playground. (3) He makes an assessment of the child through the use of psychological tests and technics. (4) He confers with the child's parents to obtain family background and developmental data. All of this information is organized and analyzed so that everyone concerned can weigh the child's positive and negative potentialities.

The next step is to plan a suitable program of remedial and psychological treatment. The treatment program is made up of organized activities designed to solve the problems which

precipitated the deviate behavior or maladjustment.

INTENSIVE COUNSELING USED

One of the major technics used in treatment is intensive counseling. The child is helped through personal manipulation to gain insight into the attitudes and conflicts which interfere with his adequate adjustment. In many cases it is necessary to help the child see his potential ability to learn in relation to his achievement level, and to help resolve any conflicts which may be present.

Another step in the treatment process is the control and modification of the social situation in which the child lives. For example, it may become necessary to recommend that a child be transferred from one teacher to another because of a conflict in personalities.

Still another method that can be used effectively in treatment is the use of remedial instruction. Such remedial work requires the collaboration of remedial teachers and is not the psychologist's direct responsibility.

Finally, some problems are so severe in nature that they require referral to agencies outside the school system. These agencies include the mental health center, private physicians, child welfare agency, recreational centers, and the public health agencies.

Most programs of treatment utilize a combination of technics. The treatment plan is developed in a case conference in which each person identifies the rôle he can play in aiding the child. The psychologist takes the lead in the formulation of the plan and may or may not carry the major treatment responsibility depending upon the nature of the child's problem. This team approach facilitates the application of all the skills and resources available in the school and community.

The school psychologist plays three other important and useful rôles in the Cedar Rapids school system aside from the direct service he performs

for children. The first of these is that of consultant and resource person for teachers, principals, parents, physicians and welfare agencies. He serves these individuals and agencies as an expert consultant in the specialized areas of learning problems, behavior problems, home and family conflicts, the interpretation of psychological test results, and in the area of staff and group relationships.

The presence of such consultative service aids in the creation of an atmosphere of confidence and security, and results in a more systematic and scientific approach to the solution of learning and behavior problems. Teacher competency and morale are positively effected through the utilization of the skilled psychological consultants.

The school psychologist is also a research consultant. Because of his training and background in the experimental method, the psychologist can give invaluable aid in the proper design and construction of research projects that are implemented within the school system. A recent comprehensive study in Cedar Rapids of the use of enriched curricular materials in the instructional program for mentally gifted children yielded meaningful results largely through the leadership and research skills of the school psychologists.

PSYCHOLOGIST IS LEADER

The psychologist's knowledge of the theories and technics of psychological testing enables him to provide effective leadership to all guidance personnel in the construction and implementation of the over-all testing and guidance program. He enriches and supplements the work of other staff personnel.

The minimum training required for a professional specialist working in a broad program of this type should emphasize clinical psychological technics, educational philosophy and methodology, statistics and measurement, and child development as it relates

to curricular adjustment. Experience as a classroom teacher is extremely valuable as is field work in either a psycho-educational or a child guidance clinic.

As a person, he should be one who likes and accepts all types of children. He should be able to understand the problems of the classroom teacher. Of particular importance, the psychologist must be sympathetic with the aims and objectives of the local school system. He must identify himself as an educator as well as a psychologist if he is to serve adequately the twofold function of a staff-centered and child-centered specialist.

To the school administrator, the inclusion on the staff of a well trained, educationally-oriented psychologist will provide a function that serves as a catalyst in unifying the many skills and talents of staff members in the solution of problem cases that might otherwise remain out of the reach of the staff. Furthermore, the employment of a school psychologist is one of the most realistic methods of implementing the educational objective

of developing social and emotional adjustment as well as imparting knowledge and skills.

This description of the Cedar Rapids' program of psychological services is not intended to convey the impression that all the learning and behavior problems of a school system will be solved with the employment of a school psychologist. With the addition of any specialist, there is always the danger that teachers and principals may tend to rely on that individual and not utilize their own resources in meeting everyday classroom problems. The result of this attitude is an unworkable number of referrals to the specialist. When the psychologist's work load becomes too great, the quality of the program diminishes.

Caution should be used in the public announcement of the establishment of a program of psychological services so that parents will not look upon the school psychologist as an agent to replace other established services. It is important at the outset to define clearly the function of the school psy-

chologist. Experience has shown that initially this function should be somewhat restricted and allowed to broaden as sound procedures develop and good staff and community relationships evolve.

In summarizing the contribution made by the Cedar Rapids' Program of Psychological Services, Superintendent Clyde Parker states, "We no longer consider the testing of intelligence as the most important responsibility of the school psychologist. Our experience indicates a growing need for the psychologist to work with children and parents and to help in solving problems of home and school adjustment. We are also convinced that our psychologists render a real service as consultants to our teachers in the areas of learning and behavior. Perhaps most heartening of all is the recognition of the vital rôle that these specialists play in the possible prevention of serious mental illness in later life by promoting the personal, educational and social adjustment of the children and youth in our schools." #

Using a doll play kit in what is known as a "play interview" is Psychologist Marvin Meyers. The Cedar Rapids school system employs three psychologists, Conrad Wurtz being the third. Duties for these three men are both staff-centered and child-centered as they are consultants for teachers and parents and work with individual children who are having learning problems or difficulties in social relationships.



Are your interviews



LOSING

new teachers?

RICHARD A. SIGGELKOW

MANY schoolmen may otherwise be superior administrators but the effectiveness of their employment interviews leaves much to be desired, judging from a recent study conducted at the University of Wisconsin Teacher Placement Bureau.

It is difficult to reach any other conclusion in view of the fact that this study, conducted during the months of January, February and March, shows that only two of 35 selected elementary school candidates actually signed a contract offered them by schoolmen from 17 Wisconsin communities.

Placement officials and schoolmen alike will shudder when they calculate the time and effort wasted in interviewing 35 teachers without signing more than two.

In this study the interview was the candidate's first in each case. At the schoolman's initial opportunity he failed to interest the candidate in his schools or community. Yet the placement bureau's setup was favorable.

Included in my study were only those schoolmen who wrote or telephoned the placement bureau at least three days in advance of the intended visit. This meant that the seniors, informed of the appointment at least one day ahead, were not unprepared candidates suddenly pulled out of class to meet a complete stranger.

COMMUNITY DATA GIVEN

The placement service maintains a community credentials file for waiting candidates. This includes a map of the community and information about population, church facilities, transportation in and out of town, recreational opportunities, and civic activities—all data, in fact, that the visiting schoolman wants presented. So the candidate does not enter the private office provided for such interviews unprepared. Too, no limit is set on the length of administrator-candidate conferences.

In a previous study made in 1953 I investigated interviews between

school administrators and beginning high school teachers and discussed the results in this magazine.* At that time our elementary program was not in full operation. Last spring I decided to study the elementary teacher candidate interviews and to contrast the findings of the two groups.

The questionnaire was administered individually to 35 women candidates immediately following each conference and included all areas likely to be discussed during an initial interview. Afterward I held an individual conference with each interviewee to verify the areas she checked as being included in the administrator-candidate discussion.

CANDIDATES CAN CHOOSE

Now many teaching prospects "shop around" before committing themselves. However, in this group apparently nothing in the location itself prevented acceptance of the contract originally offered the candidates, for they subsequently took assignments in localities in the same geographical area. Nor was the lure of out-of-state adventure an important factor, as only six of the 35 took such jobs. That means that even though they remained to teach in Wisconsin, 27 of the original 35 were uninterested in the offer made by the first schoolman approaching them. Yet one might assume a certain advantage to the employer

*Siggelkow, Richard A.: Meaningful Interviews With Beginning Teachers. *The Nation's Schools* 53:43 (June) 1954.



An interest in interviewing technics is one of Richard A. Siggelkow's major research interests. He served as assistant director of the University of Wisconsin Teacher Placement Bureau from 1949 to 1954 and as associate director from 1954 to 1956 when he became the assistant dean of the school of education. He presently is writing a beginning text in guidance that is about one-third complete. He is a graduate of the University of Wisconsin and received his master's and doctor's degrees there. Recording current news events is one of his major interests.

who had the first opportunity to interview a candidate.

As to size of community, 15 of the 17 communities represented had a population of 10,000 or more. Two were approximately 5000 in size. Were the 35 candidates waiting for smaller schools to contact them before making a decision? Three of the sample group did end up in towns of fewer than 5000 inhabitants, and three in cities from 5000 to 10,000. The other 21 took jobs in Wisconsin communities of 10,000 or more. All candidates selecting out-of-state jobs went to large metropolitan areas.

Now I do not assert that the content of the interviews was the only reason these elusive grade school teachers failed to sign up with the first superintendent approaching them, but this is one factor that can be improved and that may produce positive results.

The time taken by the interviews may have significance. The arithmetical mean for the interviews with the elementary school candidates was 23 minutes. This is in contrast with 26 minutes spent with secondary school candidates, as revealed in my previous study. Most of the 35 interviews fell within the 20 to 25 minute range, so there was not much time to be wasted in this important conference.

Table 1 reflects the total number of times both the hiring officials and

beginning teachers introduced into the conversation information about the teaching assignment, the school, the community, and matters of personal interest—the first four general sections of the questionnaire.

Included in the table for purposes of comparison are the results of the 1953 study involving 106 prospective secondary school candidates. Also shown is the number of times interviewer or interviewee introduced topics under these four general headings.

MONOPOLY BY INTERVIEWER

Teaching assignment, school and community took up more than half of the time of the typical conference, in contrast to matters of personal interest. The hiring officials monopolized the conversation, controlling this phase of the interview more than 75 per cent of the time. The interviewer, of course, must be ready to provide helpful information, but might it not be better to give more time to the interviewee's contributions to the conversation?

In both my studies the interviewers stressed with candidates the location and population of the community, although invariably the candidate had previously investigated both of these points.

Table 2 lists the most frequently discussed items in the initial conferences with candidates on both the ele-

mentary and secondary school levels. Differences are italicized when a topic was introduced in one group but not in another. Major, but not startling, differences for the elementary school candidates are questions about the age level of children the candidate prefers to teach, established security provisions, books used by teachers, type of work experiences, and activities of civic interest.

Security provisions and work experience were more frequently reported by secondary school interviewees when they discussed teaching assignments with schoolmen from larger communities. Smaller cities do not always offer fringe benefits as incentives. According to our findings, schoolmen from the larger cities are more likely to discuss the candidate's work experience.

The age level of children to be taught is a major question in most such conferences, although candidates are expected to be trained to handle all the grades. Books to be used constitute an area of real concern for elementary school candidates, although high school candidates did not discuss this item extensively. The grade school prospect would do well to be prepared to discuss the specific grade level he desires as well as any textbook series he prefers or that the school system has adopted.

What stands out in both studies is the absence of questions that might better reveal the kind of person the candidate is.

Table 3 (illustrated on the following page) shows how rarely questions are asked regarding an individual's specific academic ability, interest in children, professional ambitions, why he wants to teach, how much he enjoys working with people, the per cent of expenses earned while in college, personal traits he believes of help to him as a teacher, and travel experiences. Grade point average (not included in the registrant's credentials at the placement service) is not discussed. The interviewee might be a Phi Beta Kappa or the last ranked person in the class, for all the superintendent knows.

AVOID NEGATIVE IMPRESSIONS

Admittedly, it is difficult for hiring officials to be alert and enthusiastic during every interview. Busy administrators face hundreds of candidates during the hiring season. Yet they must constantly be aware of the danger of stereotyping their approach and thus giving candidates an erroneous or negative impression of their real interest in them.

Representatives from larger cities, we found, may give the impression that they hire teachers by the dozen, much like ranchers select certain

TABLE 1—Items of General and Personal Interest Discussed During Initial Conferences With Hiring Officials

Information about:	Items introduced by:				Total
	Interviewer Elem.	Sec.	Interviewee Elem.	Sec.	
Teaching assignment.....	85	332	54	117	588
School.....	107	345	29	85	566
Community.....	122	406	38	112	678
Personal interest.....	51	111	21	84	267
	365	1194	142	398	2099

TABLE 2—Items of Candidates' Personal Interest Discussed by Hiring Officials

SUBJECT	TOTAL QUESTIONED			
	Elem.	Per Cent	Sec.	Per Cent
Teaching philosophy.....	2	5.7	15	14.2
Your interest in children.....	7	20.0	12	11.3
College grade point average.....	9	25.0	10	9.4
Professional ambitions.....	1	2.9	8	7.5
Preparations and qualifications which you believe will help you in the teaching profession ...	5	14.3	8	7.5
Why you want to teach.....	7	20.0	7	6.6
Honors, college distinctions.....	2	5.7	6	5.7
How much you enjoy working with people.....	2	5.7	5	4.7
Per cent of expenses earned while in college.....	2	5.7	3	2.8
Personal traits you believe will help you as a teacher.....	1	2.9	1	0.9

cattle to drive to the slaughterhouse. Because annual studies predict that so many teachers will be required to maintain a proper level of supply each year, these interviewers build up a reservoir or pool of teaching personnel to be dipped into later as needed. The result of this approach is to reinforce the interviewee's idea that this community is impersonal and does not really care much what kind of person it gets. Every candidate wants to feel that he is a human being who belongs in a certain school system.

Candidates object to not being specifically informed about the section of town or the building in which they will teach. The answer to this problem is not simple, but wise hiring officials will see to it that prospective teachers visit the community and inspect a number of possible assignments before they are hired. Subsequently, every effort must be made ultimately to place each person in the grade or school in which he will be happiest and make the most effective contribution. We can ill afford

to jeopardize our present limited supply of teachers by careless or haphazard assignments within the school system at the very outset of their careers.

USE TEACHERS FOR INTERVIEWS

Perhaps more use should be made of elementary school principals and a few selected teachers as part of the interviewing team at the placement office. This would avoid some of the administrator's fatigue. Too, personal contact with veteran faculty members should increase the prospective teacher's interest in the job and create a feeling that he will be accepted in the school system and, in fact, already has a few acquaintances there.

It will pay school administrators to review their conference technics and become aware that they are neglecting certain content areas that may provide considerably more insight into the individual's worth than is gained by discussing routine topics. Even in these days when the candidates are selecting the communities rather than

schoolmen choosing teachers, it is important that the schoolman explore to some extent the individual's philosophy.

In the conferences studied the interviewee was not always given a fair opportunity to find out what she considers valuable information about the system, as is reflected by these two reactions:

"The interviewer made me feel quite uncomfortable. He sat and stared at me for several periods of time. I had asked some questions but he just went on and on without answering them."

"When I asked if there was a special music teacher, he closed the interview so abruptly as to be impolite."

Those enjoying their interviews, on the other hand, referred to the interview content along with that obvious asset, the manner of the interviewer. The impact on the candidate should be remembered each time an interview takes place. As one girl said:

"The picture the interviewer presented was quite pleasing. I thanked him inside for being concerned with me."

Supporting the contention that interview content leaves much to be desired are these further reactions by candidates:

"I would have enjoyed being asked more specific and challenging questions. I was surprised at the shortness of the interview. There were no questions about personal qualifications or my teaching beliefs."

"I do not feel that the interview was adequate. The interviewer found out nothing about me personally or my attitudes; nor did I have an opportunity to ask any questions that pertained specifically to a teaching position. I gained little insight into the job through this interview."

WHY NOT FOLLOW UP?

Perhaps some of the 33 prospects who did not sign up at the first interview might have changed their minds had an effort been made to keep them interested in the school system through appropriate correspondence. An opportunity to reconsider the initial offer might have produced gratifying results. After all, these girls had nothing with which to compare the first situation. Perspective is an advantage.

There are then two elements in every interview: (1) the mutual impact of the participants, and (2) the actual material discussed. Schoolmen will profit by taking neither for granted, by continually improving their interviewing technics, and by reappraising and reconsidering the content of the interview. For these contacts with prospective teachers are both important and expensive. #

TABLE 3—Most Frequently Discussed Items During Initial Conferences With Hiring Officials

Item*	Elementary (35)			Secondary (106)		
	Times Reported	Per Cent	Rank	Times Reported	Per Cent	Rank
Classes and grades to be taught.....	35	100.0	1	104	98.0	1
Age level preferred.....	28	80.0	2	.....	.....	.....
Size of classes.....	24	68.6	3	83	78.3	4
Location of community.....	24	68.6	4	70	66.0	7
Population of community.....	23	65.7	5	83	78.3	5
Typical living accommodations.....	23	65.7	6	64	60.4	10
Practice teaching experience.....	23	65.7	7	46	43.2	14
Transportation facilities.....	22	62.7	8	59	55.7	11
Condition of physical plant.....	21	60.0	9	70	66.0	6
Room facilities.....	20	57.1	10	70	66.0	8
Enrollment trends.....	20	57.1	11	50	47.2	13
Educational, cultural level of citizens.....	19	54.3	12	54	50.9	12
School enrollment.....	18	51.4	13	95	89.6	2
Established security provisions.....	18	51.4	14	.....	.....	.....
Extraclass assignments.....	17	48.6	15	83	78.3	3
Books used.....	17	48.6	16	.....	.....	.....
Number of new teachers.....	17	48.6	17	42	39.6	17
Number of teachers.....	17	48.6	18	64	60.4	9
Philosophy of school.....	13	37.1	19	40	37.7	19
Average age of faculty.....	13	37.1	20	.....	.....	.....
Cost of room and board.....	13	37.1	21	39	36.7	21
Type of work experience.....	13	37.1	22	.....	.....	.....
Size of community you came from...	13	37.1	23	44	41.5	15
Dominant vocational groups.....	12	34.3	24	35	33.0	24
Recreational opportunities.....	12	34.3	25	36	33.9	22
Activities of civic interest.....	12	34.3	26	.....	.....	.....
Town's ability for school support....	11	31.4	27	44	41.5	16
Other schools in community.....	11	31.4	28	39	36.7	20
Dominant nationality groups.....	.....	.....	.....	40	37.7	18
Churches in community.....	.....	.....	.....	35	33.0	23
Engagement or marriage plans.....	.....	.....	.....	34	32.1	25

*Italicized items discussed in either elementary or secondary school interviews but not in both.

Cooperation on the state, county and high school level succeeded in developing

A High School Health Program That Works

ELIZABETH BRYAN, M.D., and RAY W. HOWARD

*School Physician, Seattle-King County Health Department, and
Superintendent, Shoreline School District No. 412, Seattle*

MORE and more the public is demanding a health program in the high school that will step out of the realm of theory to give attention to the physical well-being of the individual students. The program they seek is one that supplements but does not replace the rôle of the family physician and is truly functional.

Studies indicate that traditional high school health work has not met this demand. The secondary schools have not had the staff and the facilities for finding out the health needs of all their students and counseling with them individually and with their parents to make sure that they get proper care. The program has been

confined largely to health instruction—excellent in itself but not sufficient. Something more is needed.

For that reason, the 1955-57 experimental program of the Shoreline High School, Seattle, was undertaken. The purpose of the project was to help each boy and girl in the school achieve the highest standard of health possible in his case. Each was encouraged to take responsibility for his own health, but the school also sought out those who did not report their difficulties and undertook to help them through adequate nursing and medical consultation. The school also took steps to mobilize its staff.

(Continued on Page 56)

These student nurse's aides perform important services as they assist the full-time nurse in giving examinations to students.



The experiment was financially supported by the Washington State Health Department. It received much assistance from the Seattle-King County Health Department, which supplied personnel. Results were so good that the program was put on a permanent basis the third year. It is now supported cooperatively by the county health department and school district.

A review of what was done at Shoreline points out what appear to be sound procedures in setting up a program of this kind.

LEADERSHIP IS PROVIDED

The first step, Shoreline experience indicates, is to engage experienced professional staff to help not only in executing the program but in planning it. Shoreline was able to get the full-time service of an experienced public health nurse on loan from the county health department. It also obtained a pediatrician with 10 years' experience from the county health department to devote one day a week to the school. These professional people were brought in not to relieve the teaching staff of the school of responsibility for student health but to bring expert assistance and leadership to a schoolwide effort.

Next step was to set up suitable quarters for a functional program. Since the school was just being completed, planners of the work were able to specify to the architect the type of facilities required. The outcome was an area known as the Health Service Unit. It includes two reception rooms, an office for nurse and physician with space for quiet consultations and the filing of confidential records, and two rooms with cots separated by draperies for the use of emergency cases. It was quickly seen,

after the unit was put into use, that it gave status to the professional personnel as well as to the program.

Obtaining staff and headquarters is only one part of a job like this. Equally important, Shoreline found, is the establishment of a climate in which nurse and physician come to be regarded as members of the high school staff, not as outside experts. All too often a public health nurse in the school is regarded as an outsider come to do a specific job. High school faculty members do not avail themselves fully of the nurse's knowledge, skill and interest. Nor do they consider the physician one of their own group whom they may consult.

At Shoreline, many staff members pitched in to help change this attitude. The principal of the school took the lead in this effort, aided by school counselors. To coordinate the health work in the school, he organized a school health committee that was widely representative. Included on it are one or more persons from the administrative and counseling staffs, and from the school departments of health and physical education, science and home economics. Also serving on the committee are the public health nurse, the physician, the head custodian, the matron, and the director of the lunchroom. So that those who do not attend meetings may know the work of the committee, copies of its minutes are distributed to each member of the faculty.

To choose the right person to serve as the first chairman of this school health committee was of great importance. It had to be someone who was enthusiastic and also well informed in the field. The principal selected the high school health instructor. She continues to teach her regular sched-

Dr. Elizabeth Bryan has had much experience in working with children of all ages. She went to the Seattle-King County Health Department from the Washington University School of Medicine, St. Louis, where she was an instructor in pediatrics. She held the position of medical director for Ohio State University, Columbus. She was an assistant in pediatrics at St. Louis Children's Hospital for several years.

ule but is relieved of all other responsibilities. She calls the meetings, sees that approved plans of the committee are carried out, follows up suggestions made, and makes suggestions of her own.

An important part of the work, experience here shows, is to find out the health needs of the students. At Shoreline this is done in several ways. Many students report voluntarily to the health unit either because they are taken ill in school or are aware that they have health problems. Needs of those who do not visit the health unit are discovered in other ways. Students entering from junior high school with known defects are reported to the nurse in the health unit. Each new student registering during the school year is required to file a health history, which is routed to the school nurse for her review before it is filed in the student's folder.

The teaching and counseling staff also discover health problems. When such conditions come to their attention they inform the nurse. The attendance secretary reports to the nurse all students who give illness as a cause of their absence. The hearing consultant for the school district refers students with any degree of deaf-

An expert from the health department instructs both full-time employees and student employees in the cafeteria.

Students in a home economics class work on a project in nutrition as part of the high school's health program.



Ray W. Howard received his bachelor's, master's and doctor's degrees from the University of Washington, Seattle. He has been superintendent of the Shoreline public schools since 1944. On leave of absence, he served as the principal in the opening of a new high school in the Shoreline area from 1955 to 1956. He has at one time been a superintendent in the school systems of Bellevue and Okanogan, Wash.

ness. The science faculty cooperates in giving tests for hearing and vision. (Vision tests were given to ninth grade students in general science at the time they were studying light and optics.) Tests are made also in physical education and senior health classes.

When the nurse receives information about students' health problems, she tries to determine the basic difficulty and to make the proper referral. If the problem involves emotional factors she may consult with the school counselors. The school physician assists in handling these problems. Both nurse and physician hold conferences with students, discussing with them general health habits, diet, evaluation of symptoms and other matters of health. Sometimes parents are called in for such discussions. If it is found desirable, the family physician may be called on the telephone for additional information. However, neither nurse nor school physician attempts to make a medical diagnosis of a student's condition, nor do they advise any specific type of treatment. Their function, as they see it, is to refer the student to the proper source for receiving such attention. This is often

done by sending a referral message to the parents if they are not present at the consultation.

In this phase of the program the nurse works also with the teachers. She informs them, either by note or by personal conference, about students who have serious health handicaps. She also issues a bulletin which tells teachers about chronic diseases present in the school and offers the aid of nurse or physician in informing teachers of the implication of these ailments. She tells them of reference material available to them.

Teachers interested in the program find special ways of cooperating.

TEACHER, NURSE COOPERATE

For example, the home economics teacher called in the nurse and school physician to advise her about a group of overweight girls. The two members of the health staff attended a class session of these students and discussed with them problems of diet and adolescent growth. When measurements and studies showed that a girl was overweight for her best physique, the nurse suggested that she consult her family doctor. The nurse helped her follow instructions by discussing reasons for the diet and interpreting instructions.

Considerable effort is made to give the students an understanding of the program. To this end, the nurse or physician meets with groups of students and their teachers from two homerooms at a time to discuss the philosophy of the school program.

All this effort has added up to success. At the end of the experimental period the school district and the county health department agreed to continue the program on a cooperative basis out of their regular budgets.

At an evaluation meeting held recently, the following policies and recommendations were formulated:

1. Both a full-time nurse and a part-time physician are essential in conducting a program of this type in a school as large as Shoreline (1730 pupils).

2. Adequate quarters for a health service unit should be provided. The unit should be adjacent to the guidance and attendance areas.

3. All the different health services and health instruction facilities of the school should be coordinated by a committee. A person with training, experience and enthusiasm should be chairman. He should be given working time for this function.

4. The principal must give full support to the program.

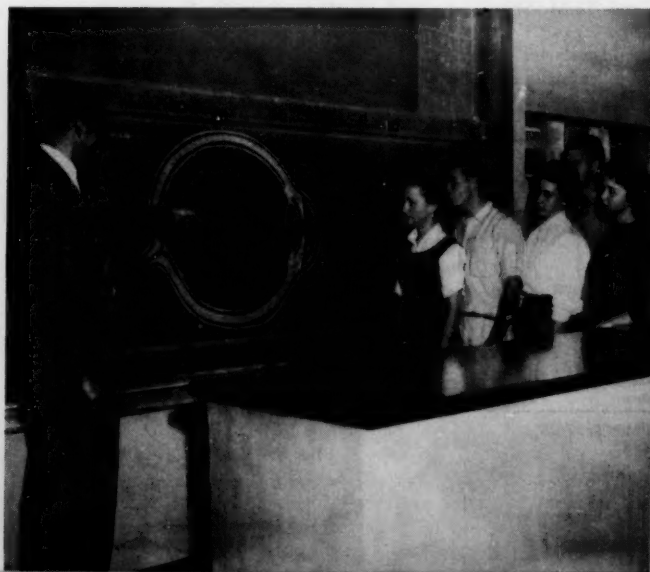
5. Medical, nursing and teaching staffs must understand that they are working toward a common goal.

Sponsors of the program at Shoreline High School believe its greatest value is the active interest in promoting health practices that it stimulates on the part of all groups in the school. The faculty has become more attentive to the health needs of all the pupils. Operational employees are giving more thought to observance of health practices in their daily work. Students have become aware that there is a health service in their school designed to give them assistance. At the same time, many of them have come to understand that each person has the duty of assuming responsibility for his own health and that it is up to him to avail himself of the services the school is offering.

The program has won community endorsement. Parents and citizens in general support the program as a fundamental necessity. #

In a science class, students are prepared for the vision screening program through both charts and diagrams.

A physical education teacher explains the school's health examination form to one of the parents and his daughter.



Teacher morale is not determined by the single factor of the salary plan used by a school system, but rather by numerous interrelated variable factors. Transition to a merit schedule should be gradual. Teachers themselves should participate in formulation of schools' new salary policies.

Study shows that
merit rating is

Not Detrimental to Teacher Morale

B. J. CHANDLER

SHOULD teaching efficiency be recognized in salary schedules for teachers? It can't be done, says the National Education Association, without creating "professional strife" and impeding the "cooperative improvement of education by teachers and administrators." On the other hand, according to the New England School Development Council, an organization of teachers and administrators, it seems reasonable for pay differentials to be a "function of the proficiency with which a teacher educates children."

Where can one obtain reliable information about the desirability and feasibility of paying teachers in accordance with the quality of service rendered? How are citizens who elect school boards to answer the question of whether teaching efficiency should be recognized in salary schedules? Indeed, how are board members themselves to find a satisfactory answer to the question in view of the conflicting claims of teacher organizations and authorities in the personnel field?

A subject that has generated as much discussion as have teachers' salary schedules can be expected to evoke strong support and strong opposition from interested organizations and authorities. Teaching efficiency should be recognized in salary schedules, says the National School Boards Association. The National Education Association and the American Federation of Teachers oppose any efforts to pay salaries based upon a "merit schedule."

Prominent authorities in the personnel field are divided on the question. Writers favoring a salary plan that attempts to reward superior service include educators of stature, such as Lindley J. Stiles of the University of Wisconsin and E. T. McSwain of Northwestern University. On the other side are many well known authorities; for example, Willard S. Elsbree of Columbia University and T. M. Stinnett of the N.E.A.

Who is right? Should salaries of teachers be based upon merit? Or,

would merit schedules destroy or impair teacher morale? Are research findings or other evidence available to support or refute the claims of either the pro-merit schedule or anti-merit schedule position? The available evidence is meager. Therefore, the argument as to the desirability and feasibility of paying teachers according to their professional proficiency is based mostly upon personal opinions.

Up to this point, discussion has been focused on what should be. Perhaps a better starting point would be, what is present practice? The answer is that, in virtually all school systems, teachers are paid according to degrees held and the number of years taught. This salary policy is identified as a "single-salary schedule." Under this type of schedule, the assumption is made that all teachers with equivalent degrees and length of service are of equal worth to the school system. That is, in a school that pays according to a single-salary schedule, all teachers with a bachelor's degree and five years of teaching experience receive the same amount of pay. According to reliable estimates, about 97 per cent of the school systems in the United States use a single-salary policy.

However, opposition is mounting to the practice of basing salaries on training and experience only. Many school board members, citizens, legislators and educators are calling for a salary plan that relates pay and quality of service rendered by teachers. Such a salary plan is commonly referred to as a "merit schedule." A merit sched-

The assertion that merit rating adversely affects teacher morale is one that B. J. Chandler challenges. Dr. Chandler is an associate professor of education at Northwestern University and has written extensively on the topics of school administration, finance and personnel. He has been the executive secretary for the Virginia School Boards Association, visiting lecturer at the University of Texas, and assistant professor of education at the University of Virginia. Dr. Chandler also was a high school principal at Walnut Ridge, Ark., and administrative assistant in the public schools of Roslyn, N.Y.



ule is one that authorizes or requires pay differentials based upon an evaluation of the quality of service rendered by individual teachers.

Teacher organizations generally favor single-salary schedules. The National School Boards Association favors a merit schedule. Authorities in the personnel field are divided on the question. Much argument centers on the contention that teacher morale would be seriously impaired by a merit schedule. But no real evidence has been presented as to the effects of salary policies on teacher morale.

A study recently completed at Northwestern University sheds some light on the relationship between teacher morale and salary policies.* Ten suburban school systems north and west of Chicago were selected to participate in the study. Of the 10, two are large senior high schools, two are small senior high schools, and six are elementary schools—kindergarten through eighth grade. Two high schools and three elementary schools that use a merit schedule were selected first. Then each of the five schools was matched with a school system that uses a single-salary plan.

Factors considered in matching the schools included: (1) population, (2) socio-economic conditions, (3) number of teachers, (4) true value of property in school district, and (5) current expenditure per pupil. Obviously, it was not possible to match two school systems in a precise, scientific manner. However, the systems selected were substantially matched.

THREE FACTORS TESTED

Three hypotheses were selected for testing: (1) There should be morale differences between a school that uses a merit schedule and a similar school that uses a single-salary schedule; (2) such differences in morale as exist should be in the direction of lower morale in school systems that use a merit salary schedule, and (3) the interrelationship and interaction of numerous factors acting together determine the morale of a school staff.

A total of 614 teachers participated in the study. A morale score was found for each teacher and each faculty. A morale measuring instrument, the Chandler-Mathis Attitude Inventory, was administered to participating faculties to obtain the morale score.

According to the findings of this study, the question of whether teaching efficiency should be recognized in salary schedules for teachers must be settled by invoking and weighing val-

ues other than morale of the staff. Other values that must be considered are indicated by these questions:

Are the local school board members and school officials meeting their obligation for prudent use of tax dollars when they pay teachers according to a single-salary schedule?

Can teachers reflect a realistic appreciation for a free enterprise economic system without experiencing such a system firsthand?

Do salary policies that force all teachers up at the same rate attract energetic, enterprising and capable people into the teaching profession?

Can teachers place proper emphasis upon rewards for superior scholarship by pupils if the teachers themselves are compensated in accordance with a schedule that pays the same for excellent teaching and marginal or barely satisfactory teaching?

Does an automatic salary schedule promote mediocrity by excusing teachers from innovating and exercising their unique talents?

Does the equal-pay-for-all principle promote adherence to the organization man's "social ethic"?

Is it possible for the varying degrees of teaching efficiency to be ascertained?

Would a merit schedule promote destructive competition among the members of the teaching staff and impair relationships between teachers and administrators?

Answers to the preceding questions suggest that the single-salary schedule is in need of modification. The single-salary plan was an advance in personnel administration in the 1930's. It was designed to prevent abuses to personnel and to facilitate instruction. But time moves on. Personnel policies must change as change takes place in social, economic and political life.

Changed and changing conditions make departure from the single-salary schedule imperative. Teachers should participate in the formulation of new salary policies. The transition to a merit schedule should be gradual. Citizens and school boards should make sure that ample funds are available to provide salaries for all teachers that will permit them to maintain a standard of living in keeping with their professional status. Pay raises should be on the basis of merit—demonstrated success in teaching. Teaching efficiency should be a criterion for determining the amount of salary received by teachers. #

SIGNIFICANT FINDINGS

The more significant findings of the study, in summary form, include:

1. A significant difference in morale level, as measured by the Attitude Inventory, exists between schools involved in the research. Scores for schools ranged from a low of 108 to a high of 120.
2. The average morale score for merit salary schools was 114.86 and for single-salary schools the average was 113.52.
3. No significant difference was indicated when merit pay schools are compared with single-salary schools.
4. Differences in morale exist between schools but these differences are not dispersed in a predictable direction relative to merit vs. single-salary schools.
5. The hypothesis that the interrelation and interaction of numerous factors acting together determine the morale of a school staff is supported by data obtained in this study. In other words, morale appears to be a function of many interrelated variables rather than a function of one or more isolated variables.

*A complete report of this research project, conducted by the author and Claude Mathis, assistant professor of education at Northwestern University, is available in mimeographed form from Dr. Chandler. The Effect of School Salary Policies on Teacher Morale. Pp. 60.

Judging the Reading Program

ANSWERS to two more questions posed by school administrators complete this series of discussions on reading problems.*

"How do you know you have the right kind of reading instruction in your schools?" superintendents ask.

"And even if you are sure your teachers are doing a good job of teaching reading, how do you convince others of this fact?"

Stated somewhat pedagogically, the question is:

What is a valid method for evaluating outcomes of reading instruction?

In recent years emphasis has been placed upon evaluation as a significant phase of a developmental reading program.

In order to estimate the amount and character of growth, the teacher must have obtained a fairly comprehensive understanding of each pupil's status at the beginning of a period of instruction. Systematic records are kept of each pupil's development. On these records, space is provided for entering data regarding the pupil's progress in developing effective habits and skills, judged by periodic testing and observation. His improvement in reading habits and tastes may be estimated by consulting notations concerning his reading in and out of school. His growth in personality traits may be appraised by reference to additional ratings, judgments and responses during interviews. Finally, the pupil's own evaluation as well as the reports of parents may be utilized.

From this evidence, the teacher can estimate the extent to which the reading program actually is affecting the pupil's behavior and attitudes.

The teacher of reading sometimes finds it of value to interview the child's parents, as well as other teachers, to determine the amount and nature of improvement. Questions such as the following may be used in these interviews:

1. Have you noticed any improvement in the child's reading: (a) in the amount, the breadth, and the quality of his reading? (b) in the speed and accuracy with which he reads silently? orally?

2. Have you noticed any improvement in his attitudes toward his reading? Has he gained as an independent reader?

3. Have you observed any improvement in his personal and social adjustments which may be an outgrowth of his reading: (a) in his play and recreational activities? (b) in character traits such as self-confidence, tolerance and so forth? (c) in ability to get along well with adults? with other children?

4. Does the child show greater interest in reading, in owning books, and in using the library?

Teachers may wish to confer with each pupil to obtain his opinion of his own growth and needs. Inquiries such as the following may prove helpful when they are employed by the child himself:

1. What progress have I made in reading (as revealed by tests, reading record, and so forth)? (a) Have I gained in reading rapidly but accurately? (b) Has my reading increased in amount? Has it become more varied as to type? as to content? (c) Have I read more books on a single subject than formerly?

2. Have I done my best? Or could I have made greater growth had I used my time to better advantage or had I made wiser choices of reading material?

3. What are my greatest needs in reading?

4. How can I best proceed in meeting these needs? What should be my reading plan for next semester or for next year? How should I begin to carry out this plan?

The administrator may evaluate a developmental reading program by considering the following items as indicators of successful endeavor on the part of the students:

1. Improvement in silent and oral reading ability as indicated by scores on standard tests given to remedial students and to students generally.

2. More successful application of reading skills in the various subject fields, as reported by teachers.

3. Gains in the amount of reading as shown by a larger circulation of library books.

4. Increased understanding in fields such as current events, traceable to wide and critical reading.

5. A greater tendency of pupils to read widely, efficiently and with discrimination.

6. Gains reflected in the pupils' evaluation of their own reading.

7. A clear evidence of the enjoyment of reading as shown in the tendency of pupils to find time for reading

in a balanced program of recreation, including televising and other favored activities.

Wide reading on the part of students will lead to an increased tendency on the part of teachers to read widely. For an interest in reading, once engendered, will permeate a school and will affect deeply both teachers and pupils.

In stimulating improvement in reading as well as in evaluating the outcomes of instruction, the school administrator plays an important rôle. In order to help him in appraising his own school system, we are suggesting that he answer 16 questions concerning developmental reading. These questions relate to the basic items discussed in the four articles in this series.

In recent months and years, parents have been given a great deal of "advice" and misinformation, mostly in laymen's magazines, concerning the attitudes and actions they should take toward reading as commonly taught in our public schools. One author, as you may recall, proposed that parents take over the chief responsibility for teaching their children to read. Facing criticisms of this nature, and sometimes encountering general indifference on the part of the parent, how can the administrator elicit the parent's interest and cooperation?

The problem shapes itself somewhat like this:

How can we best inform parents about the values of a developmental reading program?

An effective way to help parents understand and appreciate a developmental reading program is to enlist their participation. As they acquire firsthand information and begin to feel a personal interest in the program, the skeptical will probably cease to be unjustly critical, and others will prove to be increasingly helpful. Accordingly, the administrator will want to acquaint parents with the characteristics and the desirability of such a program. Convincing evidence of each school's needs may be found in standard test scores. Low scores on tests as well as very high scores may be viewed as opportunities for planning appropriate reading experiences. Gains made by classes and individuals as the program progresses should be reported to parents.

The school administrator will want to recommend to parents interesting

*The complete series of four articles is available as a 12 page reprint.

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articles and books. For example, an article by Gilbert W. Chapman in *Harper's Magazine* for December 1956 tells an exciting story about an industrial plant in which a shelf of books for employees to take home and read aloud to their children was made available. This shelf included such titles as "Katy-No-Pocket" and "500 Hats of Bartholomew Cubbins." The parents responded in surprisingly large numbers and soon became enthusiastic about children's books, deriving great pleasure from reading aloud to their children. The children in turn benefited as they became interested listeners and participants in reading.

The administrator can recommend certain professional books on reading that are especially suitable for parents, such as: "Helping Children Read Better,"¹ Phyllis Fenner's "Proof of the Pudding,"² and Josette Frank's "Your Child's Reading Today."³ Parents who want to help the superior reader may wish to examine "Helping the Gifted Child."⁴ And for parents who are interested in studying and discussing the special problems of reading instruction in the high school, the booklet "A Developmental Reading Program for Grades 6 Through 9"⁵ may prove appropriate. A recent book by a librarian, "Blue Prints for Better Reading,"⁶ is also recommended.

Some administrators seek the co-operation of parents in *planning* their programs. For example, in Beaver Dam, Wis., parents of entering pupils were sent a series of bulletins explaining the program and suggesting ways in which they might assist.

In another city, the local Rotary club contributed equipment for the high school reading center. Still another school system arranged demonstration lessons and employed the radio and TV to keep parents informed about the reading program. These efforts are indicative of progress in developing cooperative programs in which both the parents and school people contribute to the improvement of instruction. #

¹Witty, Paul A.: *Helping Children Read Better*. Chicago: Science Research Associates, 1950.

²Fenner, Phyllis: *Proof of the Pudding*. New York: John Day, 1957.

³Frank, Josette: *Your Child's Reading Today*. Doubleday, 1954.

⁴Witty, Paul A.: *Helping the Gifted Child*. Chicago: Science Research Associates, 1952.

⁵Witty, Paul A., and Ratz, Margaret: *A Developmental Reading Program for Grades 6 Through 9*. Chicago: Science Research Associates, 1956.

⁶Cleary, Florence Damon: *Blue Prints for Better Reading*. H. W. Wilson Co., 1957.

SIXTEEN QUESTIONS

School administrators may wish to reexamine the practices in reading instruction within their own schools and to determine whether the most effective procedures are being utilized and the best results are being attained. The following questions considered by the school administrator may help him to appraise fairly the reading program in his own district:

1. Am I aware of the needs for reading instruction throughout our school system? What do standard tests show concerning the reading abilities of pupils at every level of instruction?
2. Does every pupil have an opportunity to learn to read efficiently in the primary grades? Do we have an adequate readiness program? Is sufficient attention being given to word recognition and phonic analysis? Is attention being given to oral reading without overemphasis?
3. Is reading instruction stressed sufficiently in the middle grades? Are pupils helped to apply their reading skills effectively in the various subject areas? Are they aided in adjusting speed of reading in different situations? Are basic skills identified and applied in each subject field?
4. Do the reading materials found in the classroom include a range of difficulty so as to enable children on various levels of ability to read successfully and to make progress?
5. Are reading materials available to satisfy worth-while interests?
6. Are pupils encouraged to become independent and resourceful in meeting their diverse needs through reading?
7. What do standard tests reveal concerning the need for remedial work? Are children with reading problems being cared for? In special classes? In the regular classroom? Individually?
8. Does the school system provide developmental reading instruction for junior and senior high school pupils?
9. What provision is being made for above average and superior pupils in reading?
10. What means are being used to help teachers improve their reading instruction and to become acquainted with modern trends? How well do the teachers themselves read? How widely do they read?
11. What steps are being taken to inform parents in the community of the status of reading instruction? Are efforts being made to use community resources fully in the improvement of instruction?
12. Are teachers meetings and committees being employed to advantage in developing an efficient program of reading instruction?
13. Are professional materials on reading instruction being made available to teachers?
14. Are public and school libraries being used to advantage in planning for the improvement of reading instruction? Is the school library adequate?
15. Are efficient methods being used to evaluate the outcomes of reading instruction?
16. Are the pupils throughout the school reading with ease, appreciation and enjoyment?

NAMING SCHOOLS

. . . OPINION POLL

"Better dead than alive" should be the person for whom a school is named, say half of the administrators polled

A nationwide sampling of superintendents' opinions by The Nation's Schools

THE Lowell Russell James School is a good moniker for a new school building provided Lowell Russell James is a former board member, administrator or teacher. But if Mr. James is still serving in one of those capacities, please don't name the school after him. Who knows, he could disgrace you yet! Or if he doesn't disgrace the town's fair name, there could be a lot of jealousy and hard feelings aroused by so honoring a living, working individual.

The foregoing is the consensus of administrators answering this month's poll. About 18.5 per cent of the respondents wouldn't name a public building after anyone, living or dead. They prefer geographical or historical names. About half of those polled (48.2 per cent) favor naming buildings after people who have given service to the community once they are "under ground," or, in some cases, off the grounds (retired).

Yet 33.3 per cent say: "Honor the person while he is alive." Or, "What good does it do to pay tribute to him after he is dead?"

Of this minority group is a Kansan: "Most districts have someone who displays outstanding qualities. Schools should be named after these outstanding school people."

An Illinois superintendent who has had a building named after him re-

minds that he would recommend this as a general practice: "Honor all employees who have given long and faithful service."

However, those who would avoid living namesakes advance some strong arguments. "It is a fine way to honor a former employee, or one who has contributed to the community," states a Massachusetts superintendent. "If the person is still serving the school system, there may be much bitterness among those who do not favor his policies," says a Wyoming man. "Local politics may become involved while the person is being chosen, especially in small towns," declares a Missourian.

HONOR EDUCATIONAL HEROES

Some administrators believe that it should be more than a question of what the individual has done for the community; it should be a recognition of his efforts to raise the status of education in the community. "Public buildings are named after political heroes; school buildings should be named after educational heroes."

It would seem that this last reason would also apply to naming a building after a deceased person. Perhaps this is one of the reasons why the No's, although in the minority, are most vociferous.

An Arkansas remarks ruefully: "We named a football field in honor of an

individual. It created much static in the community. Therefore, No."

A Michigan man relates that his board's policy is to name buildings after neighborhood areas. Others favor geographical names and names of (deceased) nationally honored statesmen. Even this can cause trouble, especially in the South. "Try naming a school for Abraham Lincoln; just try," retorts a Texan.

A Wisconsin superintendent asserts that the question does not seem to call for a fixed policy, as such. "We do not name schools every few months. If you want to honor a lot of people, why not establish a policy for changing names? Must we have a 'policy' for everything?"

By far the largest group—48.2 per cent—qualified their Yes answers. They would name school buildings after various persons whom the community wants to honor but never while the person is serving in office and usually not while he is alive. Personal qualifications of the individual considered as a namesake would play a large part in determining whether he is worthy of the honor. "Name school buildings after persons currently serving the system only if they are held in high esteem in the community for their personal and religious qualities as well as the service they have rendered schools."

WHO WOULD DECIDE?

A New Mexico superintendent says: "Name school buildings after anyone, living or dead, who has contributed a great deal toward education." Some administrators feel, though, that the job of deciding who should be honored would be a tough one. How much is a great deal?

A few ulcer-free souls confront the question in a relaxed mood. "Why in the world make an issue of such a question? If someone is worthy of the recognition, dead or alive, name the school after him—name any institution after him, if the people wish to do so."

What the people wish to do has played a large part in the plans of the only administrator who replied that his school has a written policy for the naming of school buildings.

He says: "At one time our naming committee named a school after a retired principal. The resulting furor—public meetings, editorials and so forth—resulted in our changing the name back to what it had been before and adopting a written policy regarding school building names. Our policy now is that no room, building, piece of ground, or item of equipment is to be named as a memorial to any one person or an organization except by vote of the whole town." #

NAMING THE NEW BUILDING

Should a public school building be named in honor of:

A citizen while he is still living? Yes...29% No...71%

An individual who is currently serving the school system as:

A member of the school board? Yes...29% No...71%

The school superintendent? Yes...29% No...71%

Other administrative personnel? Yes...29% No...71%

A teacher? Yes...29% No...71%

A former board member, administrator or teacher?

Yes...71% No...29%

Has your board adopted a written policy concerning the naming of school buildings?

Yes. 0.04% No...99.96%

THE marriage of high school students in fairly large numbers has recently posed some problems for school administrators and, it might be added, has resulted in some administrative headaches.

In general, these marriages raise two fundamental legal questions: (1) Can the school board, under a compulsory education law, require a minor, who has married before attaining the age when he may legally withdraw from school, to continue his attendance in school? (2) Can a school board refuse admission to one who has married before completing his public school education?

While these questions are constantly being raised, it is significant that they have not been the subjects of litigation in many cases; at least, not many cases involving them have reached the higher courts.

Most youngsters who marry are beyond the age when the compulsory attendance law requires them to be in school. Certainly this is true of boys. A few girls are still within the age limits of such laws at the time they marry, however. Even so, it is probable that few school systems would exert any great effort to require them to continue in school. Generally, the problem is trying to keep married pupils, who desire to do so, from attending school. Nevertheless, the question has been litigated.

A LOUISIANA CASE

A few years ago, in Louisiana, a court was asked to rule on this question, which had been raised more or less indirectly. A girl, age 14, discontinued her attendance at public school and was taken into custody by the probation officer of the juvenile court on the charge of committing an act, or acts, of juvenile delinquency "by being truant from school." Following a preliminary hearing, she was ordered held pending further investigation. A couple of days later she was released into the custody of a lady who agreed to return her to the detention home, later in the day, after she attended church.

That afternoon the girl was married, after obtaining a license on the basis of her age having been given as 16. Her mother had given her consent to the marriage. After being married, she and her husband lived together as man and wife for a few days, and then she was returned to the detention home.

Two days later proceedings were instituted for the girl's release.¹ The juvenile court judge proceeded on a hearing in an effort to determine

¹In re State in Interest of Goodwin, 39 So. (2d) 731, 214 La. 1062.

School Board Can Expel Married Students, Court Rules

LEE O. GARBER

Director, Educational Service Bureau, University of Pennsylvania

whether it was to the best interest of the girl to place her under the protection of the state. The girl, according to the evidence, was of good moral character and a regular attendant at church. Until just before her marriage she had been regular in her school attendance. The lower court found she was not a delinquent on account of truancy but that she was a neglected child and in need of the care and protection of the state, in order that she might be prevented from assuming the duties and responsibilities of married life. Therefore, it ordered her committed to the state industrial school for girls for an indeterminate period.

On appeal, the higher court held the marriage valid in spite of the fact that it was consummated in violation of a law which prohibited ministers and magistrates from marrying any female under the age of 16 and which fixed a 72 hour waiting period following the issuance of the license before the marriage could take place. With respect to the effect of the compulsory education law on this female child, the court said:

"... Clydell is irrevocably emancipated by this marriage. . . . And although until she reaches the age of 18 she is not relieved of all the disabilities that attach to minority by this emancipation, she is relieved of parental control and . . . is no longer amenable to the compulsory attendance law of this state."

How courts of other states, where statutes are different, would rule can only be conjectured.

The second of the two questions raised earlier—whether a board can deny admission to a married pupil solely on the ground that marriage disqualifies him or her as a pupil—is the one more frequently raised.

In spite of the frequency with which boards are faced with this problem, little litigation has resulted. Some 25 or 30 years ago the courts of Kansas and Mississippi, however, did hold that a school board rule denying admission to pupils who had married, but who were otherwise eligible for admission, was unreasonable.² In these cases, the effect of the boards' actions were to bar such pupils from ever again attending school.

RECENT TENNESSEE CASE

No other litigation relating to this subject seems to have appeared until recently, when the problem was before the courts in Tennessee.³ In Marion County, the county board of education, after first reciting that "there has arisen a serious problem concerning the marriage of high school students in the various high schools of the county," and noting that it was its opinion that "the said practice is detrimental to the progress and general well-being of the operation of the schools," enacted a resolution to the effect that any student who married during the term should be automatically "expelled . . . for the remainder of the term." Where, however, the marriage took place during vacation, the resolution provided that the student could not enroll again.

In February 1957, a high school girl, who was 18 years old and in her senior year, was married. The board, in accordance with its resolution, refused her permission to attend for the remainder of the year. The girl's father-in-law then brought an action asking for a writ of mandamus to re-

²Nutt v. Board of Education, 278 P. (2d) 1065 (Kan.); McLeod v. State, 122 So. 737, 154 Miss. 468.

³State v. Marion County Board of Education, 302 S.W.(2d) 57 (Tenn.).

quire the board to permit her attendance, so she could graduate in May. He contended that "the rule is so unrelated to the interest of the school or its affairs as to amount to an abuse of discretion by the respondent Board of Education." The lower court ruled in favor of the board, saying: "... the rule imposed was neither arbitrary nor unreasonable under the facts disclosed by this record. . . ." The plaintiff then appealed.

The higher court upheld the lower court, and commented as follows:

"... there are four high schools in Marion County. It is averred . . .

that for a period of years previous to the adoption of this resolution there had been a deterioration of the discipline and decorum in these schools 'due to student marriages,' and that the situation had become such that each of the four principals had requested the Board to adopt the resolution in question. It was represented to the Board by these principals that the confusion, disorder, etc., caused by student marriages 'mostly occur immediately after the marriage and during the period of readjustment, and the influence of married students on other students

is also greatest at this time.' The answer avers that this is the reason the Board adopted the resolution forbidding attendance during the remainder of the school term immediately following the marriage."

In commenting on these facts, the court noted that the school board is authorized by statute to dismiss or suspend a student when such is necessary to the efficiency or progress of the school. It reasoned that any activity of a pupil which has a reasonable bearing on his or her influence on the pupils enrolled is within the board's authority to regulate.

In commenting on the basis for the board's decision, the court said:

"We are accustomed to accept the testimony of experts in the various fields of human activity as to what is reasonably necessary for the welfare of the particular activity as to which this expert therein is testifying. No reason is suggested as to why this practice should not be followed when the witness is an expert in the field of operating public high schools. Certainly the principals of the high schools in question should be regarded by reason of training, experience and observation as possessing particular knowledge as to the problem which they say is made by the marriage and uninterrupted attendance of students in their respective schools."

RULES ON BOARD'S AUTHORITY

Finally, in refusing to rule that the board had acted improperly, the court commented on the authority of the courts with respect to matters involving the board's discretion, and said:

"Boards of education, rather than courts, are charged with the important and difficult duty of operating the public schools. So, it is not a question of whether this or that individual judge or court considers a given regulation adopted by the Board as expedient. The Court's duty, regardless of its personal views, is to uphold the Board's regulation unless it is generally viewed as being arbitrary and unreasonable. Any other policy would result in confusion detrimental to the progress and efficiency of our public school system."

Again, it cannot be stated how far the courts of other states will go in accepting the decision rendered in this case as precedent. In light of the fact that courts are in general agreement that, in the absence of evidence to the effect that a school board acted arbitrarily or exceeded its authority, they will not interfere with a board in matters resulting from its use of discretion, it would appear that this decision would be acceptable to most, if not all, courts. #

A.A.C.T.E. Not Ready to Yield to Pressures of a Dictatorship of Science

CHICAGO.—Pressured by a feverish public that is demanding a dictatorship of science, the forces of the American Association of Colleges for Teacher Education maintained a fairly firm line at their 10th annual meeting here February 20 to 22.

While yielding a little ground to their critics, most of the discussion groups actually maneuvered their liberal standards into advanced positions.

The major issues of education were faced on the first day, under the leadership of President Donald P. Cottrell, dean at Ohio State, who warned his gold-haired ranks (700 strong) that today's world has a new shape and requires bold new strategy. This immediately took the convention off the ground and into space. President Cottrell then fired the first missile from the launching platform, and it exploded into a ball of fire: "What is the best way to prepare a student for scientific and inventive thinking?"

Dean Cottrell's own explanation took the form of another question: "Can this really be accomplished by intensive specialization—without the fortifying resources of intellectual perspective and related understanding that derive from the humanities, including philosophy and the social studies?"

WHERE CREATIVITY BEGINS

Most unexpected reply was the three-letter word—Art! It appeared, based on research and topped with Russian dressing, from a professor of art education, Viktor Lowenfeld of Pennsylvania State University.

"In our present curriculums," Dr. Lowenfeld declared, "art appears to be the main promoter of creativity. Our research, paralleled at Ohio State University, shows that art cuts across disciplines. It appears that the pro-

motion of creativity in the arts may ultimately be responsible for more creativeness in the sciences.

"Last summer at The Hague I viewed exhibits of children's and adolescents' art from behind the Iron Curtain. The children's art was free and imaginative, with no evidence of regimentation. At the high school level the young people's art was realistic, without individual differences, glorifying the regime in power. When I spoke of this to the director of art of Moscow, he said: 'Once creativity is unfolded, it has to be channeled and disciplined.' The unfolding of creativity on the child level may throw some light on the scientific achievements of the U.S.S.R. Education, if it is to be effective, begins at the very roots, and any education introduced by expediency will ultimately be doomed to failure."

More important than an increase in science or mathematics teaching is a change in attitude toward all the significant fields of education, contended Stephen A. Freeman, director of the Language Schools at Middlebury College, Middlebury, Vt. He believes the answer to the Communist threat is to expand the teachers' and the pupils' horizons so that the American public can develop "an open-minded humility," necessary for world leadership.

"It makes little difference which language or which civilization is studied so long as it is an important nation with a well developed language and a culture worth knowing. If it is well taught and studied to a point of real understanding and reasonable mastery, the basic educational task has been performed for all languages and for all countries."

An open-minded humility in regard to teacher educators and school ad-

(Continued on Page 104)



SCHOOLHOUSE PLANNING

Vision, color, quiet help create inviting environment for unified studies groups in Hocker Grove Junior High School library (as shown in the illustration on the cover and at the left).

HAL BURNETT

Burnett & Logan, Inc.
Chicago

Shawnee Mission Votes for Quality

MAGAZINE readers who judge the public schools by the criticisms of Dorothy Thompson, Holman Harvey, and Sam Levenson would be amazed by a visit to Johnson County, Kansas.

For the people of this Kansas City suburban sector do strange things:

They petition the legislature to raise the ceilings on both their educational and school building tax rates, and then vote 15 to 1 in favor of the additional school bonds.

They establish high standards of quality, space and design for their school buildings, and still pay all of their teachers and administrators top salaries.

They get board members from a dozen school districts to work together for a new junior-senior high school organization, even though the 11 elementary districts surrender the seventh and eighth grades to the high school district.

They get teachers, parents and board members to work together to plan a modern junior high school curriculum, designed to make subject matter and skills meaningful to youth, and still send three-fourths of their children on to college with relatively high accomplishments in English, foreign languages, history and science.

At a quick glance, one might consider Johnson County's home owning, tax paying, and school supporting citi-

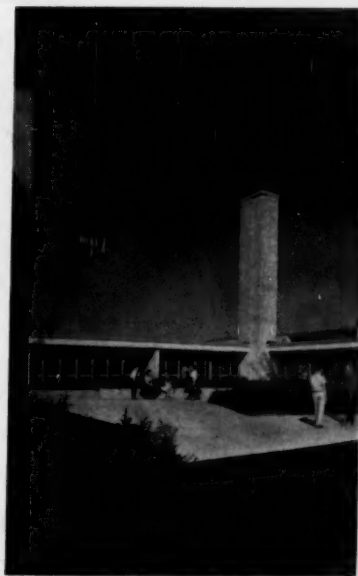
zens uncommon people. Actually, they are not uncommon people, but citizens typical of those who live in the booming suburban and exurban communities that surround our larger cities.

School administrators, teachers, board members, and parents everywhere will find both ideas and encouragement in the Shawnee Mission high schools' integrated planning of the schools' curriculum, building program, financing and other aspects of administration.

VARIETY IN INCOMES

Shawnee Mission Rural High School District No. 6, Johnson County, Kan., is today more urban than rural. Its 64 square miles lie in a quarter sector, bounded by Kansas City, Mo., on the east, and Kansas City, Kan., on the north.

The historic Shawnee Mission, which supplied the name for both the high school and the two townships it serves, lies at the northeast corner of the sector, only 5 miles from downtown Kansas City, Mo. Hocker Grove, Milburn and Meadowbrook junior high schools, on the district's periphery, are within 10 miles of downtown. The district's population of more than 97,000 lives in more than 27,000 single family homes, and has a spendable income of nearly \$11,000 per family, double the national average.



Hocker Grove Junior High School courtyard is formed by several standardized units, one planning factor that is responsible for \$14.65 per square foot average cost at Shawnee Mission.

Curriculum and Financing Guide Development

Meadowbrook Junior High, to open in September, has compact courtyard plan. Multi-story wing (A) houses academic classrooms. Library and administration (B) open on bus platform. Arts and crafts (C) have plastic skylights. Multipurpose room (D) opens on central court. Gymnasium (E) divides for class use and may be combined for inter-scholastic sports or for community spectator activities.



The high school district ranks fourth among Kansas districts in both population and assessed valuation, being topped by Wichita, Kansas City, and Topeka.

MANY NEW HOMES

Like many rapidly growing suburban areas, the district is shy on industrial and commercial real estate valuation, long on new homes and young families. And the district enjoys a full range in socio-economic status from the half-million dollar oil, grain and packing family residences in J. C. Nichols Mission Hills development on the Missouri line to a 3000 family V.A. financed, prefabricated house project on its southern border.

Few elementary districts anticipated the post World War II "bulge," acquired adequate sites before they were lost to the builders' bulldozers, or financed building programs adequate to meet their enrollment growth. None of the 11 elementary districts serving Shawnee and Mission townships was spared the postwar boom's full impact on the public schools. And the traditional Kansas organization of K-8 elementary schools and a four-year secondary school presented school authorities with many difficult choices and few guideposts.

Shawnee Mission's formula for solving its growth problems evolved out of the district's critical overcrowding immediately after World War II. The 1922 high school building had been expanded between 1935 and 1937 with Public Works Administration aid. Plans for further expansion were complete, and awaiting federal approval, when Pearl Harbor placed a curfew on further building.

DISCARDED OLD PLANS

By 1945, when a new board of education, and a new superintendent, Howard D. McEachen, were ready to tackle school building problems, they faced a dilemma. The prewar building plans appeared too costly in style and specifications. There was considerable evidence that they were inadequate in scale. (Some people thought the board was shooting too high, others too low.) And both the new board members and the new superintendent faced a situation in which they would be held responsible for construction and administration of a high school building which they neither planned nor programmed.

After months of study the board and superintendent agreed to scrap existing plans and to start over on programming. Board members col-

lectively and individually surveyed outstanding high schools from Colorado to metropolitan New York and New Jersey. The superintendent submitted both program and plans to a three-week analysis by a school building workshop at Teachers College.

After studying other successful school systems and submitting their own programs to outside appraisal, the board of education and superintendent established policies that paved the way for the successful solution of a series of problems that arose in the next 10 years. Decisions included:

1. To backstop the architectural and construction supervision capabilities of Kansas City architects by drawing on the specialized experience of architects with nationwide practice in the educational field. The board accordingly interviewed 10 Kansas City firms and three from St. Louis and Chicago. The Chicago architect selected as the "master planner" has served continuously on site selection, educational building programming and budgeting, and basic design, for more than 10 years.

2. To require full responsibility for results from both the Kansas City architects and the outside consulting architects.



Above: Stacked bond brick panel and two-story windows in stairwells add to interest in Milburn's classroom block. Right: The single-story wings give Milburn Junior High a campus atmosphere. The brightly colored enamel fascia serves to unify the entire structure.

of a School Building Program



3. To obtain the services of an educational and economics consultant on broad aspects of educational and fiscal policy. The Institute of Field Studies, Teachers College, Columbia University, carried out a complete appraisal of existing elementary and high school programs and facilities, and surveyed future building requirements, in 1952.

4. To enlist the widest possible participation of citizens groups in every aspect of curriculum and building planning.

5. To encourage full utilization of the high school's facilities by adults during evening hours—in both adult educational programs and community activities.

6. To plan future development of the high school program with an eye to providing equal facilities to every part of the district, regardless of variations in income levels.

7. To undertake long-range planning of site needs for future expansion and to assure acquisition of adequate sites at the earliest possible dates.

First major decision concerned expansion of the original 1922 Shawnee Mission High School. In 1948 nearly nine out of 10 four-year high school students lived within 3 miles of the original building. An auditorium had been built in the Thirties. The gymnasium was inadequate for both competitive basketball and intramural programs. Expansion of the existing building, from a capacity of 900 stations to 1800 stations, permitted the most economical provisions for special laboratory, shop, library and physical

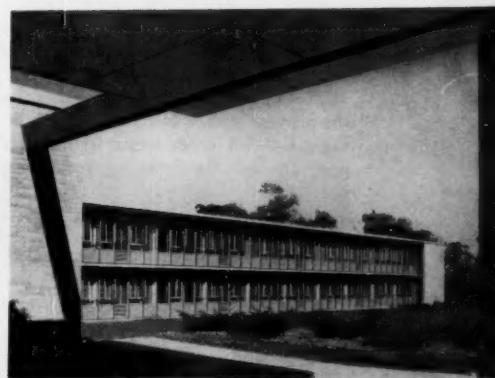
education facilities within the available bonding power.

The existing boys gymnasium was converted into two study halls that could be opened up into a single lunchroom. A full-size competitive gymnasium was added to the east. (In 1957-58, most critical year in student housing, the expanded Shawnee Mission High School is housing 2784 students, with literally 100 per cent *plus* utilization of both classrooms and non-teaching spaces. In September 1958, enrollment will be cut back to 1800, with the opening of Shawnee Mission East High School that is now being completed.)

MANY COMMUNITY USES

Full community use of the expanded high school plant contributed greatly to community acceptance of later proposals. The after-school program included extension classes from three near-by colleges, the high school's own adult education program, township meetings, chamber of commerce programs, meetings of the home owners associations that were organized in each new subdivision, music clinics, Y.M.C.A. meetings and classes, county recreation association meetings, and a full range of youth, parent and teacher activities at county, district and local levels. From 1950 to 1954 it was not uncommon to find from 700 to 800 parents engaged in a dozen different activities on a single evening in the building. The school became literally the center for community life.

With the first major step in expansion completed, the high school superintendent and board turned to the



Standardized porcelain enameled steel panels contribute to both economy and colorful feeling of all Shawnee Mission Junior High School buildings. Shown above is the Old Mission classroom block along with the multipurpose room at Indian Hills.

broader problems of curriculum and housing for the rapidly mounting "landslide" of students that was already straining the facilities of 13 independent elementary districts.

The high school administration enlisted the full cooperation of all 13 elementary district boards in a survey of the building facilities and requirements for all of the public schools, coincidental with a survey of high school needs. The survey editors gave full weight to the housing boom and soaring school population but cautioned against overbuilding because of the "boom psychology."

The administrative economies and uniform educational program to be gained through consolidation of all 13 elementary districts and the high school district into a single school system were considered. Advantages of an over-all consolidation were outweighed, however, the survey staff reported, by the greater bonding power available through the separation of the elementary and secondary school districts. Several elementary district consolidations were recommended, and carried out, reducing the number of elementary districts to 11.

The major question approached by the survey staff was that of substituting a K-6-3-3 junior-senior high school program for the existing, traditional K-8-4 senior high school program. The staff's firm recommendation for the junior-senior program was based on educational, rather than economic, objectives. The report emphasized

	K-6-3-3 Plan	K-8-4 Plan
3000 7-8 year students in elementary schools		\$3,600,000
4500 7-8-9 year students in junior high schools.....	\$8,100,000	
3700 9-12 year students in new senior high schools		\$8,800,000
2200 9-12 year students in new senior high schools	\$5,280,000	
Total	\$13,380,000	\$12,480,000

greater opportunity for special shops and laboratories, greater participation in activities and leadership, and the psychological advantages in grouping the ninth graders with their immediate juniors rather than with older youth. An analysis of construction needs and budgets indicated that the junior high school system would be the more expensive plan for housing children in Grades 7 to 12.

Working with the architects and the superintendent, the survey committee estimated the 1952 cost of each category of construction: elementary, \$1200 per pupil; junior high school, \$1800 per pupil, and senior high school, \$2400 per pupil. These yardsticks were then applied to new construction needed to house the anticipated population for Grades 9 to 12.

Thus the capital cost of adopting the junior high school program was

estimated to be \$900,000 higher than that estimated for the traditional four-year program.

Conclusions of the Columbia survey staff were fortified by a survey of junior high school organization and curriculum trends throughout the country, conducted by the high school superintendent.*

The McEachen survey revealed overwhelming satisfaction with the K-6-3-3 program among communities that had adopted it, and indicated increasing emphasis on opportunities for differentiation and specialization, more guidance, extension and expansion of "core" or unified studies programs, better facilities for gifted and handicapped children, and greater involvement of the public in curriculum planning.

Survey recommendations were reviewed and approved unanimously by a joint meeting of the school board members of all of the elementary districts with the high school board. The junior high school program was then submitted to the district's voters by mail. A brief leaflet outlined the educational advantages of the junior high school program, warned of the approaching utilization of the statutory limits on the elementary bonding power, and admitted the added cost of the favored program. More than 4000 families returned their postcard ballots, with 89 per cent favoring the junior high school program.

Armed with unanimous approval from the 11 remaining elementary districts, and the overwhelming public endorsement of the program, Dr. McEachen sought and received ap-

*McEachen, Howard D.: Status and Trends in Organization and Curriculum in Selected Junior High Schools, University of Kansas Bulletin on Education, Vol. 10, No. 3, May 1956.



Sloping site of Indian Hills Junior High School fosters split-level plan. Three-story academic block is seen through full-length corridor windows of main floor of administrative wing. Note exposed concrete bents of basic structure.

Quality materials with low maintenance costs were used throughout Shawnee Mission senior and junior high school building programs. Note ceramic tile walls, dedication plaque in spacious entrance lobby of Milburn. Glass walls of office suite permit observation and supervision by the administrative staff.



proval of the Kansas legislature for both the creation of the state's first junior-senior high school district and a special, higher tax rate for both education and building. The first of a series of bond issues for construction totaling \$6 million was approved in May 1953 by a 4 to 1 vote.

Planning of the new system then proceeded along two parallel tracks: curriculum studies and the building program.

CURRICULUM WORKSHOP SET UP

Curriculum planning was undertaken by more than 200 teachers, parents and educational specialists. Weekly workshops were begun in September 1953, and continued through the summer of 1955.

Each elementary district had full representation. General policy recommendations from the workshops were consolidated into formal policy recommendations by the superintendent, and submitted to the high school board of education for approval.

Most important curriculum recommendation was the adoption of the unified studies program for Grades 7, 8 and 9. This program sought to make the language arts and skills—reading, writing, spelling, speaking, literature and grammar—meaningful in terms of practical situations. The workshops concentrated on developing resource units progressing, in social studies, for example, from local and state citizenship through American history and government, and world geography and related history. The exploratory science resource units advanced from health and conservation into elementary biology and general science. Formal biology, chemistry and physics were deferred to the 10th year, in senior high school.

Thorough study was given to introduction of Latin and modern languages as early as the seventh year. French and Spanish were introduced at the eighth year, Latin at the ninth.

Still another detailed study was made on the relative emphasis on intramural and interscholastic athletics at the junior high school level. A strong intramural program was recommended, but team sports involving any strong emotional reactions were de-emphasized.

Personal typing was introduced in seventh grade.

The various curriculum recommendations, consolidated into formal board of education policy, were reflected strongly in the building program.

Art, crafts, home arts, and shop were located in either single-story wings or in semi-basement levels in more crowded sites nearer Kansas City. Gymnasiums were divided by motorized partitions for school use, but sized to permit interscholastic basketball and adult recreational use.

JUNIOR HIGHS ALIKE

Four oversized classrooms were provided in each junior high school for science, music and drama. Choral band rooms and music practice rooms were located adjacent to the multipurpose cafeteria-auditorium rooms. An administrative suite included provisions for guidance and health programs. Insofar as possible, both programmed facilities and construction specifications for each junior high school were identical.

The consulting architects, Lawrence B. Perkins and F. L. Cochran, partners in Perkins & Will, architects-engineers, Chicago, then proceeded with an evaluation of all potential sites for both junior and senior high schools

Faculty members enjoy opportunity for relaxation and quiet preparation in this lounge and study room, which adjoins the student library of Milburn Junior High School. Faculty rooms have been located with administrative offices, libraries and health suites in all the junior and senior high buildings.



All multipurpose rooms have full length windows and draperies to aid quick change from lunch hour experience to audio-visual programs. All students are offered Type A meals, prepared under the district dietitian. The school kitchens also are used for many after-hours community meetings.



Student crafts work is displayed in classroom case-window at Hocker Grove school. All crafts, arts, home arts rooms have display facilities to attract interest in the program and to develop pride in achievement. Arts, crafts and homemaking classes begin in the junior high school program.



Seven Architects Serve Shawnee Mission

Perkins & Will, architects and engineers, Chicago.

(Site selection, construction programming, budgeting, basic design, analysis of associates' qualifications, specification standards, coordination.)

Associated Architects

Marshall & Brown: Shawnee-Mission High School, Milburn Junior High School. Voskamp & Slezak: Hocker Grove and Broadmoor junior high schools. Kivett & Myers & McCallum: Indian Hills Junior High School. Donald R. Hollis and David Miller: Meadowbrook Junior High School. Peterson & Scharhag: Old Mission Junior High School. Neville, Sharp & Simon: Shawnee Mission East High School. (Donald R. Hollis and David Miller are located in Overland Park, Kan. All other associates have offices in Kansas City, Mo.)

in the district. On the basis of the architects' recommendations, the board of education initiated negotiations to purchase or condemn sites for all construction anticipated during the next eight years.

ONE BASIC PLAN

The consulting architects also collaborated with the superintendent and board of education in assessing the experience and qualifications of the various Kansas City firms seeking work on the construction program. The consulting architects developed basic plans and specifications for the entire program, as well as suggested basic designs for each of the initial four buildings.

Four Kansas City firms carried through working drawings, final specifications, and supervision of construction. They were Marshall & Brown, Voskamp & Slezak, Peterson & Scharhag, and Kivett & Myers & McCallum. The first four junior high school buildings were bid between April 15 and July 1, 1954, at an average cost of \$14.79 per square foot, or \$1321 per pupil. The entire design and construction program received the 1955 Honor Award of the Kansas City chapter of the American Institute of Architects. Meadowbrook Junior High School, now under construction, cost \$15.30 per square foot. Shawnee Mis-

sion East Senior High School, also under construction, cost \$14.61 per square foot. All figures include fixed equipment.

With curriculum and construction well on their way, Superintendent McEachen turned to the toughest part of his assignment—finance. Moody's ratings of the district's proposed bonds were based on the original rural character of the area. Kansas City banks had also traditionally monopolized the purchase of school bonds in the area for many years.

SAVINGS ON INTEREST

Dr. McEachen enlisted the cooperation of a Kansas City advertising agency in preparing a 24 page illustrated prospectus, literally selling the Shawnee Mission district to the bond houses. Armed with the brochure, he spent two weeks calling on LaSalle Street and Wall Street bond houses, as well as the rating services. The "sales trip" resulted in a syndicate bid for the entire \$6 million issue one percentage point below the initial local bid. The interest savings came close to paying for an additional junior high school, or the entire difference between the junior high and senior high programs. The district's leadership in introducing competition into the local bond market has had lasting effect. Later issues have been

Typical academic classroom is this 28 by 28 foot, two-bay room at Milburn Junior High School. Tackboards line back of lockers; glazing above lockers helps distribute daylight evenly through classrooms and the double-loaded corridor. The concrete structure is exposed.

One-story structure that once housed Shawnee Mission High School's agricultural lab is now devoted to arts, crafts and academic classes. Required club activities help broaden students interests and skills.



marketed at corresponding savings, by both the high school and elementary districts.

The first four junior high schools opened in September 1955, with a faculty drawn partly from elementary districts, partly from the senior high school, and partly from educational colleges and elementary districts throughout the country. Like the high school, the four junior buildings have attracted intensive community use. And with community use comes increasing public support. Public endorsement reached the 15 to 1 ratio when a bond issue for a second senior high school, a sixth junior high school, and additional sites was submitted in 1957.

Interestingly, the entire public school system in the district has been affected by the high school building program. The elementary districts have reevaluated their own curriculum programs to get effective integration with the junior high school program. Elementary building standards have improved, as has the definite public support of the elementary school system bond proposals.

HIGHEST SALARIES PAID

The rapidly expanding program has enabled the high school district to establish the highest teacher and administrator salary ceilings in the area,

with room for steady advancement at all levels. This has led to a faculty that has a majority of men teachers over women.

Particularly effective has been the emphasis on counseling at the junior high school level. Counselors have worked closely with their students, counseling on senior high school goals and curriculum as well. The high school counselors in turn focus on vocational guidance and education beyond the high school. The counseling program has also proved an effective aid in leadership development and testing, providing the majority of the principals for the system.

CONSISTENCY PAID OFF

When the observer tries to put his finger on the factors responsible for Shawnee Mission's record—both in community relations and academic accomplishments—he will inevitably come to the conclusion that consistent policies, a consistent philosophy of education, and a consistent attitude toward community relationships and involvement have paid off.

Howard McEachen gives credit to the district's philosophy of administration by the school board. The board of education serves almost entirely as a policy making and reviewing body. Members have been proposed and supported by civic groups

concerned only with better schools. Leading citizens, generally without previous elementary board experience, have been drawn from business, utilities and other phases of community life.

The Shawnee Mission high school board works only as a committee of the whole, delegating none of its functions to individual members or subcommittees. Clear-cut authority is delegated to the superintendent, as executive officer, and his staff, to carry out the adopted policies and procedures of the board. Full reports from the schools, and discussion of problems and programs to be presented to the board, take place at weekly staff meetings at which all the district principals, counselors and the curriculum director for all of the schools are represented.

TWO-WAY COMMUNICATION

Communications between junior and senior high schools, between junior high schools and elementary schools, and between the high school system and the community at large appear to be remarkably good. Two-way communication, between the board and the public, is one of the prime responsibilities of the board, Dr. McEachen believes. At Shawnee Mission the people know the facts, and the facts speak for themselves. #

Original Shawnee Mission high school building, completed in 1923, serves as backdrop for elite girls' drill team, one of many activities held during school hours along with academic program. One girl in 50 wins place on drill team.



Staggered scheduling of junior and senior high school classes foster economy in district's transportation program. Long, covered loading platforms with wide drives speed the arrival and departure of the district-operated buses.





PRACTICAL PROJECTS

WHEN MY EAGER little charges, at the behest of a magazine agency, enthusiastically decided upon a Project of canvassing the community for magazine subscriptions, I heartily approved. This Project seemed to offer exceptional educational values, such as (1) rehabilitation of TV eyestrain, (2) exploring community resources, (3) improving the public relations program, and (4) most important of all, raising some necessary funds for the athletic association.

After arduous preplanning and agency indoctrination, the children embarked on the Project with almost excessive zeal. Classes were abandoned as the kiddies swarmed on the district. Unfortunately, the overambitious little salespeople applied some unexpected pressures, including considerable unauthorized use of my name, prestige and position. Threats of reprisal, several broken windows, and recriminative name calling were also indulged in.

In general, however, the community accepted the Subscription Project in good part. Many parents were pressured into 25 year subscriptions, and it might be hoped that the standard of community literacy may be increased somewhat thereby. One of my bachelor friends (with whom I am no longer on speaking terms) signed up for a 10 year subscription to a child development magazine under the mistaken impression that it was cultural material of a rather different type, and even my own household ordered a number of periodicals of dubious edification. These unfortunate misunderstandings are common to all Projects, of course.

I am not sure that the relationship between school and community was appreciably strengthened. In fact, a certain coolness seems to have developed between myself and the local newsstand purveyors, who were forced into bankruptcy. Discipline in the school has also deteriorated to a certain extent because the piles of sample magazines smothered many other worth-while Projects (such as the Hamster Holocaust and the Guppy Germination) and the kiddies used the magazines for thwacking purposes.

Contrary to my expectations, the finances of the athletic association are not much improved, either. During the Project considerable money was lost, and the magazine publishers have placed on me the responsibility for full payment.

All in all, I would recommend the Subscription Project to my colleagues with considerable caution and with somewhat less than my usual enthusiasm. If any of them would like to trade a bicycle for a 50 year subscription to *Better Times*, I trust they will contact me speedily as I am in urgent need of transportation from this vicinity.

APTITUDE TESTS

IN AN ATTEMPT to uncover more prospective teachers, schools of education are issuing many new aptitude tests designed to find who can teach and why not. Unfortunately, most of the tests are expensive and difficult to interpret.

To remedy this situation, Chalk Dust has applied for a patent for a simplified test to be called "The Blind Elephant Test," originally discovered by John Godfrey Saxe ("The Blind Men and the Elephant"), who happily did not obtain a copyright.

Instructions: The group to be tested should first be blindfolded and an elephant should be brought in. Any near-by elephant will suffice, and one can undoubtedly be borrowed from other school projects being carried on. Members of the group will then feel the elephant and describe him as best they can. According to research by Saxe, the answers will fall into six classifications: (1) wall, (2) spear, (3) snake, (4) tree, (5) fan and (6) rope.

The majority of the group will fall for Answer No. 1, the "wall" finders. They thus qualify as incipient members of boards of education, who are the solid, substantial folk that recognize obstacles realistically, and why bump your head twice in the same place? Group No. 2 who answer "spear" show real aptitude as football coaches. They think in terms of combat and aggressiveness.

The "snake" people pose as a more difficult problem. It is doubtful that they belong in education and probably should be trained for the Loyal Opposition, including Citizens Committees, Parent-Teacher Associations, Budget and Curriculum Objectors, and similar hissing.

Classification 4, the "tree" people, are a much better bet and show promise as teachers of public speaking and English, where they can refer daily to not seeing the trees because of the woods and recite in public from Joyce Kilmer.

Those who examine the elephant and discover a fan have incipient careers as executive assistants, business managers, and purchasing agents. They are natural born cooler-offers and heat-reducers.

The final select group who get the elephant by the tail and shout "Rope" should be interned as school administra-

tors. During all their lives they will have a bull by the tail, they will need rope as tight rope walkers, and, eventually, if given enough rope, they will probably hang themselves.

HOW IT ALL BEGAN

M and S Programs

NOBODY BUT NOBODY knows exactly when the idea for a curriculum to indoctrinate youth with a moral and spiritual values program really started. Around 470 B.C. Socrates was appointed acting superintendent of the Athens Schools and became much interested in a moral values program. He presented several excellent plans for the service clubs to consider. Unfortunately, Socrates was thwarted in his attempts to inculcate. His public relations was bad and he had practically no home life at all. His wife, Xantippe, was no help, either. She talked too much.

However, the idea did not die. Among later Big Shots who gave it the old college try was Oliver Cromwell. Oliver had a clear conception of what he wanted but he got the moral and spiritual values program all mixed up with sectarianism and denominationalism.

About this time or even later, the M and S program was brought to America by the Puritans and the Pilgrims who felt it would be particularly valuable for the Indians. Our ancestors, however, were so busy whipping the Indians around and starving that the whole program got off to a bad start over here.

History is a little vague on what happened after this. Great names appear and vanish. In 1850 McGuffey, Peter Parley, and Mr. Chips began to whip things into shape with the help of woodsheds, homework and razor straps. These methodologies and materials of instruction are now, alas, obsolete. Perchance the future historian may discover a striking relationship between moral values and electric appliances.

In spite of these latter obstacles, the demand for a workable program of moral and spiritual values is steadily increasing. It is true that modern day superintendents still find it takes a lot of time to write a curriculum of M and S which everyone will support.

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What 1116 School Districts Know About PAINT

RUSSELL T. SANFORD

*Director, Market Research
The Nation's Schools*

THE SURVEY SHOWS THAT washability is the most important quality for paint to be used in school maintenance. . . . Most districts find that it is more satisfactory and more economical to have painting done by their own maintenance crews. . . . On an average, it costs 41 cents per pupil per year for the paint purchases alone, adding up to a paint bill of approximately \$13 million annually in the budget for this country's public schools. This is one-tenth of 1 per cent of the total cost of operating the schools. . . .

POINTERS FROM PAINT TESTS: In school districts having many old wooden buildings, such as in Chicago where a third of the buildings were constructed prior to 1900, the use of a flame resisting paint is gaining in favor. . . . Other facts about paint established in the testing laboratories for the Chicago schools are described in this portfolio by a paint specifications expert.

In the fall of 1957 questionnaires were sent to 2822 school districts. Fifteen major questions were asked, with 76 items. The questions covered the scheduling and frequency of interior maintenance painting, authority for painting, selection of color schemes and brands of paint, qualities most desirable in maintenance paints, specific types of paints used for five major areas, where paint was bought, and who did the actual painting. Despite the extent and complexity of the questionnaire, 1116 completed returns were received. The Nation's Schools wishes to thank the many school administrators for the time they gave to making this survey truly representative of the procedures used throughout the country.



Estimated Annual Paint Purchases in Public Elementary and Secondary Schools

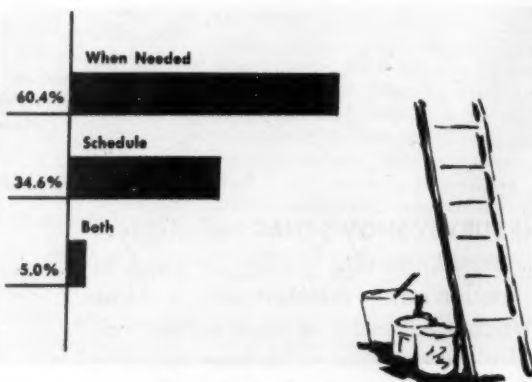
Figures projected from reports from 1116 school districts, on basis of total enrollment.

Districts over 25,000	
(30.3¢ per pupil)	\$2,286,468
Districts 6000-24,999	
(30.4¢ per pupil)	2,222,969
Districts 1200-5999	
(40.1¢ per pupil)	4,115,182
Districts 600-1199 (49.6¢ per pupil)	1,346,840
Districts less than 600	
(82.6¢ per pupil)	2,966,744
TOTAL	\$12,938,203
Labor not included.	

How Often Should We Paint?

Most of the larger school districts report that they paint when need dictates (60.4 per cent) while 34.6 per cent reported a regular schedule for maintenance painting.* Thirty-six of those reporting (5 per cent) have a schedule modified by need.

Among 359 districts with enrollments of less than 600, 70 per cent reported no regular schedule.



When Schools Paint

What Is the per Pupil Expenditure?

Size of school district (enrollment) apparently has a direct bearing on the paint expenditure per pupil. The national average is 41.1 cents per pupil, but this ranges from a high of 82.6 cents in districts with fewer than 600 pupils down to 30.3 cents in the big city systems where enrollment is more than 25,000.

The districts having less than 600 enrollment spend only an average of \$82 per district for paint in a year, while the districts of more than 25,000 spend an average of \$21,500 per district.

However, districts between 600 and 25,000 enrollment (accounting for 64 per cent of total public school enrollment) spend \$965 each, on the average, or 37 cents per pupil for a total of \$7.6 million, or 59 per cent of the total outlay for paint.

Maintenance Crew or Contract Painter?

A little more than half of the districts of more than 600 enrollment and three-fourths of the smaller districts have their maintenance painting done by the regular maintenance crew. Thus the cash outlay for labor is substantially below that in other fields where special painters are employed or painting contractors are called in.

Another 15 per cent of districts use a combination of regular maintenance crew with either some outside painters or contractors.

Apparently the job of painting enables public schools to maintain their regular maintenance crews intact throughout the year, since 88.3 per cent of

*From a survey of school districts having more than 600 enrollment, with 757 districts contributing information.



school districts do all or most of their interior painting during July and August, with 13.5 per cent doing some painting throughout the year. Nearly 16 per cent report that painting is done only during the other 10 months. The total of these adds up to considerably more than 100 per cent, because some districts obviously have no fixed painting season.

Who Decides When to Paint?

Most of the decisions concerning maintenance painting are made in the administrative office. In the smaller school systems, of course, this means the administrator himself. As systems increase in size and employ a superintendent of buildings and grounds or a superintendent of maintenance, the administrative decision is shared between them.

In school systems having more than 600 enrollment, 79.1 per cent of the respondents indicated that the administrator is the one who decides the need for painting. However, the superintendent of buildings and grounds was mentioned by 24 per cent and the maintenance superintendent by 22 per cent. This seems to indicate that the determination of painting need is shared by several members of the administrative staff.

Others mentioned as having a voice in this decision were members of the board of education (5.2 per cent), teachers (2.2 per cent), custodians (2.6 per cent), and all others (7.6 per cent).

A little more than 87 per cent of the respondents stated that the need is determined by the central office, while 11.9 per cent leave the decision to paint to the individual school, and 1.1 per cent indicate that it is a joint decision.

In systems of less than 600 enrollment, the administrator was mentioned by 80 per cent of the respondents as determining the need when no regular schedule is maintained.

Who Selects the Brand of Paint?

Selection of paint by brand is almost exclusively a prerogative and a responsibility of the administrative office. In systems with an enrollment of 600 or more, the administrator was mentioned by 60.5 per cent of the respondents. Other members of the administrative staff were mentioned by 66.4 per cent of the respondents and these included the business manager (8.4 per cent), purchasing agent (3.7 per cent), assistant administrator (4.2 per cent), superintendent of buildings and grounds (27.1 per cent), and superintendent of maintenance (23 per cent). Only 2.5 per cent of the respondents mentioned the board of education in this connection.

Even when an outside painting contractor is employed, the choice of paint by type and brand is made by the school administration rather than by the contractor. Of the systems of more than 600 enrollment that employ a contractor, 76.6 per cent report making

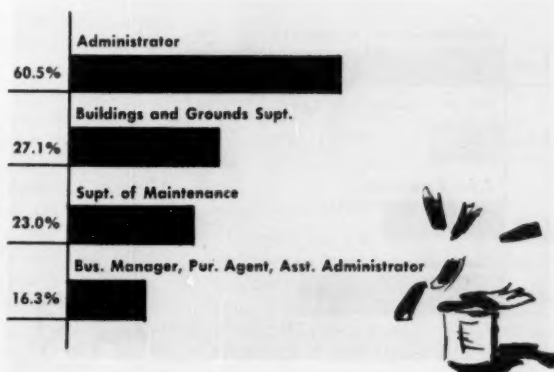
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TYPES OF PAINT USED

Our questionnaire asked what types of paints were used in five major schoolhouse areas. While oil base paints predominated in all areas, their margin was smallest in classrooms (363 mentioning oil base, against 332 mentioning rubber base). For kitchens, oil base showed a margin of 239 over rubber base, which was the largest spread. The table below shows how many respondents indicated using each type of paint, and how many of these mentioned using the type in each of the five areas. The fact that only 59 school systems report using vinyl-acetate paints is undoubtedly due to their being of comparatively recent origin.

Types of Paints Used in School Systems Surveyed

TYPE	TOTAL MENTIONING TYPE	NUMBER MENTIONING TYPE USED IN:				
		Class-rooms	Corridors	Gyms	Cafe-Kitchens	Kitchens
Oil Base	564	363	411	318	385	431
Rubber Base	433	332	251	217	230	192
Water Base	193	147	93	92	44	37
Vinyl-Acetate Base	59	33	28	28	33	33



Who Determines Brand of Paint

NOTE: Certain questions (e.g. "Who determines need for painting?") permitted checking more than one of the choices. Hence the percentages add up to more than 100 per cent but they reflect the relative incidence of replies for each possible choice so checked.

their own choice of type of paint and 70 per cent specify the brand. In smaller systems the type choice is made by the administrator in 76 per cent of the reporting systems, while brand choice is an administrative decision among 82 per cent of the respondents.

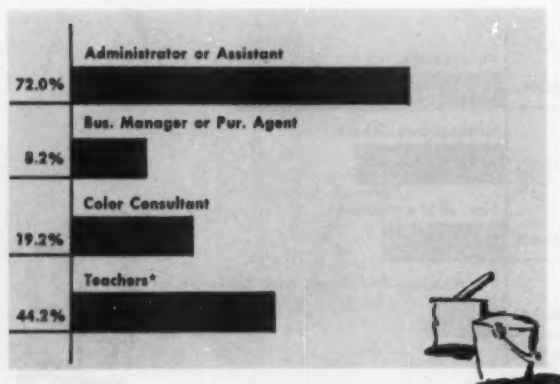
Who Chooses Color Schemes?

Seventy-two per cent of the replies from the systems with more than 600 pupils mentioned the administrator as responsible for selecting interior color schemes. Other members of the administrative staff were mentioned by only 8.2 per cent of the respondents, but a color consultant was mentioned by 19.2 per cent. The latter figure would seem to indicate that color selection is increasingly considered to be a matter of importance in which expert advice is desirable.

Teachers appear to have a substantial influence, as 44.2 per cent mentioned teachers in color selection. The question was so stated that it failed to differentiate between the actual initiation of color ideas by teachers and their having a choice of several color schemes established as standard at the administrative level. It is, of course, dangerous to make assumptions from the factual evidence of a survey, but it would seem unlikely that, except in the very smallest school systems, each teacher would be given an unlimited choice of colors.

Nearly all (94.6 per cent) of the respondents find sample color schemes provided by paint manufacturers of real help. In stating this question a clear distinction was drawn between the actual color scheme presentation and the simple color card.

In new school facilities, the architect has an important voice in establishing color schemes, according to reports from 69.2 per cent of the districts with more than 600 enrollment, and from 65 per cent of those from the smaller districts.



Who Decides on Color Scheme

*Teachers, who are mentioned by 44.2 per cent of the respondents, must be assumed to have a choice of a limited number of standard color combinations that are determined by the administrative office, rather than having a free choice of any particular color scheme.

Where Is the Paint Bought?

A majority of respondents (59.5 per cent) report buying paint from a local paint dealer, while 40 per cent report the paint wholesaler as a source. The paint manufacturer, directly or through a factory branch, is reported as a source by 14.8 per cent of respondents, while 8.5 per cent report buying through the painting contractor. This adds up, of course, to more than 100 per cent, indicating that some systems depend on more than one type of supplier.

IMPORTANT PAINT CHARACTERISTICS

As might be expected, washability is the first consideration in paint selection, and this was mentioned by 536 of the 746 replies by systems of more than 600 enrollment, with a similar predominance among the smaller districts.

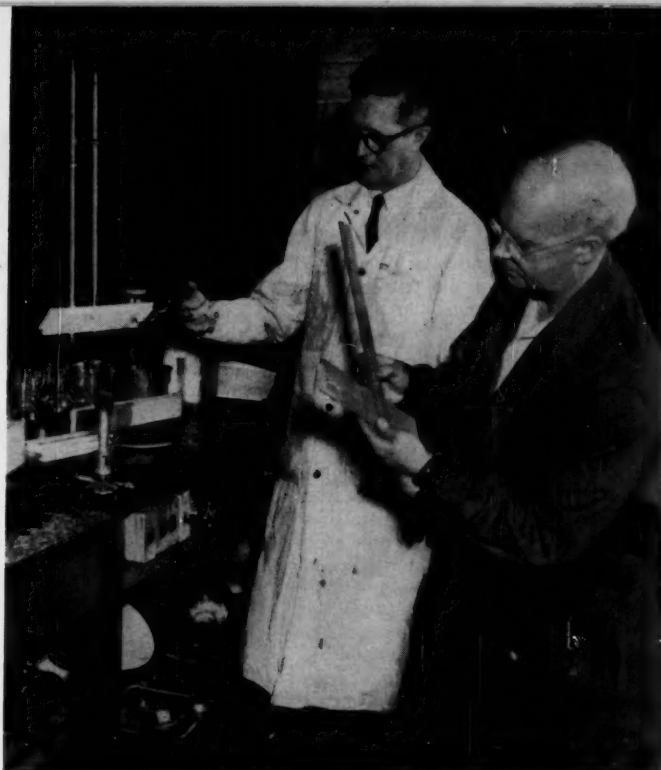
Manufacturer's reputation ranked second with 384 mentions, with reflecting power in third place. In the questionnaire 13 considerations were listed, and their mentions by the 746 respondents in the larger systems are listed below in descending order of frequency.

1. Washability	536
2. Manufacturer's reputation	384
3. Reflecting power	376
4. Ease of application	345
5. Covering ability	333
6. Range of available colors	319
7. Price	300
8. Long-range cost	297
9. Hiding power	215
10. Ease of mixing	160
11. Freedom from odor	137
12. Quick drying	53
13. Government specifications	34

Freedom from odor and quick drying, while important in some fields, are understandably less important in schools, where most of the painting is done when the buildings are not in use.

Covering ability is rated in fifth place, while hiding power rates only ninth. Covering ability is an economy factor having to do with the area covered per gallon, while hiding power relates to the opacity of the paint. That the latter quality ranks so far down may be due to the fact that most colors used in schools are in the light range and are therefore easy to cover with a single new coat. While long-range cost is related to washability, it is quite apparent that many considerations are more important than cost. #

Right: David N. Rickles, who supervises the testing laboratory, is exposing board covered with intumescent type fire resisting paint to Bunsen burner flame. The assistant is measuring "creep" caused by high temperature.



Photos, Courtesy Chicago Public Schools

For Better Paint Job: Specs and Test Tubes

An interview by LEO E. BUEHRING with EDWIN A. LEDERER
and Staff Members, Operating Services, Chicago Public Schools

TO MAKE certain that the best possible materials consistent with economy are utilized, the Chicago public schools have a specification writing department and an extensive testing laboratory. After some 10 years of experimenting with these services, records prove that they more than pay for themselves. This applies to paints, as well as to the other products that are purchased.

To keep the 462 structures owned by the Chicago public school system in operating condition, some \$1.2 million of painting contracts are signed annually. In addition, a crew of 30 full-time and 20 part-time painters, and 10 foremen, are employed by the division of maintenance and repair of the bureau of general maintenance and repair. The latter bureau, of which Thomas J. Higgins is director, is one of the five bureaus headed up by Edwin A. Lederer, associate superintendent of schools in charge of operating services.

BUREAU RUNS LABORATORY

Another of the five administrative areas that contributes to paint serv-

ices is the bureau of purchases, Aldan F. O'Hearn, director. It is within this bureau that, in addition to the buying, specifications are prepared for the \$30,000 worth of paint purchased outright and for the estimated \$135,000 worth of paint used by contractors annually. It also embraces the laboratory where the tests on paints are run.

ADMINISTRATIVE FORMULA

In commenting upon the somewhat intricate interrelations between the various members of his staff who in one way or another have responsibility for the purchase and use of paints, as well as other products, Dr. Lederer summarized his administrative philosophy as follows:

"In the consideration of the adaptability of new and presumably better paint products, the services of the specification writer, the buyer, and the testing laboratory must be constantly coordinated with the requirements of the ultimate user. It is necessary, therefore, to have a free exchange of ideas between the painting force and the technicians and/or procurement personnel within the organization. This

means that a receptive attitude must be engendered on the part of all persons concerned, a willingness to try new products and methods and to adopt policies and procedures on the basis of such experimentation. This cooperative attitude can best be developed when the mechanics have confidence in the desire of the procurement group to furnish materials of appropriate quality and kind to meet their day-to-day requirements."

In actual practice, these steps are taken before paint is purchased.

PURCHASES CAREFULLY CHECKED

On the basis of continuing laboratory and field tests, and aided by federal government investigations in this field, detailed specifications are prepared by the division of purchase specifications and copies filed with the various departments and the testing laboratory. These are adhered to conscientiously until a revision is ordered. The specifications division also polices materials delivered on the job, taking samples at random to ascertain if there is compliance with specifications.

(Continued on Page 78)

The chemical laboratory, supervised by David N. Rickles, a chemical engineer with a doctor's degree, serves two purposes: (1) tests paints purchased for conformity to specifications, and (2) helps with research on new products and changes in old products.

In the first instance, the specifications division sends to the laboratory selected samples in "blind" containers, identification having been defaced. An accompanying directive lists the quantitative and qualitative tests that are to be run, guided by the "specs."

In addition to such ongoing double checking, work also is done on the analysis of contents of new paints on which the formula is not otherwise available, as well as on the perfection of formulas in use. Samples in the latter case remain identified.

RESEARCH SHORT CUTS

Since thousands of dollars in research and waiting time can be saved school districts by using federal paint specifications, Chicago schools have adopted certain of these specs as part of their own testing program. Included are the following nine federal specifications which are of particular interest to other school districts:

Sealer and primer.....	TT-P-56a
Filler	TT-F-336a
Stain (oil)	TT-S-711
Spar varnish	TT-V-121b
Interior and floor varnish.....	TT-V-71b
Interior concrete and brick enamel.....	TT-E-487
Enamel for plaster surfaces, wood and metal trim (semigloss).....	TT-E-508
Enamel for plaster surfaces, wood and metal trim (gloss).....	TT-E-506
Paint for interior plaster surfaces, burlap and cloth covered walls.....	TT-P-51b

For wall paint, the top tolerances (best quality) should be adhered to. Specifications on all items should include the revisions and modifications of specs in effect on or after the date of work or contract. The manufacturer must supply the certification of compliance. Preferably, the federal specifications number should be stamped on the container.

SPECS DIVIDENDS

While there are definite dollars and cents savings from the purchase of paints under the specification system, the greatest benefits are inherent in standardization, says Wesley H. Reynolds, the specifications engineer who supervises the specs writing, and to whom Dr. Lederer referred us for further information. Standardization, he says, has reduced radically the number of paints utilized, and this in turn has resulted in savings inherent in the purchase of larger quantities of the same product, in a decrease in the cost of record keeping, and in a reduction in



Wesley H. Reynolds, head of the specifications bureau, Chicago public schools, has lined up paint samples to be tested by a chemical engineer. Contents of cans with labels will be analyzed for research. Where identification is obliterated, testing will be for conformity to specs. Each can is identified with purchase code number and laboratory report number.

the required warehousing facilities. Improved quality has been a natural concomitant of this type of operation.

A full-fledged specifications writing and testing laboratory can be justified by a school system whose enrollment exceeds 150,000, Mr. Reynolds believes. Assuming that the district is large enough to justify the setting up of its own services, it is exceedingly important that the board employ a department head who has an excellent technical background, several years of experience in various industrial fields, and the ability to be impartial in his investigations.

For the more moderately sized district there are available the services of private testing laboratories.

The small school system need not operate in the dark, says Mr. Reynolds, since possibly 90 per cent of a school's purchases of paint and other coating materials can be made on the basis of federal specifications.

A wealth of information of benefit to school administrators is available from the U.S. Government Printing Office. The General Services Administration periodically brings up to date its index of federal specifications in all fields, including paints. Helpful

literature is available also from the National Paint and Varnish Manufacturers Association, Washington, D.C., and an almost endless amount of assistance can be obtained from the salesmen of the many top-notch paint manufacturers who have a reputation to maintain.

Where time does not permit extensive investigations, Mr. Reynolds says, paint can be bought without undue hazards if the school will specify two or three good brand names. But it is extremely important that exact number of the coating desired be indicated, as one manufacturer may compound paint of various qualities. Under such an arrangement competitive bidding still can be obtained from local paint and hardware stores.

The fact that representatives of responsible paint manufacturers can be depended upon is evident, says Mr. Reynolds, from the fact that most of the committees that prepare federal specifications are composed of representatives of the paint industry who are conscientiously concerned with upgrading their products and providing exactly the type of coatings required for given uses.

Once a specified type of paint has been found to give good service, there

is no point in switching to another until laboratory and field tests have proved that some changes for the better should be made, Mr. Reynolds observed.

In all new Chicago public schools, a rubber base paint now is being used, in both classrooms and public areas—after a thorough surface washing and the application of an undercoating. With proper care, this application is expected to stand up for eight years, assuming that the surfaces are properly cared for and cleaned at least once a year.

In the older structures, flame-resistant paint is being used on combustible surfaces. The usual method is to apply the clear, flame-resistant coating over the varnished trim and case work. Care is taken to specify a coating of the intumescent type which, when exposed to a flame, releases carbon dioxide gas, and this puts out the fire. When pigmented flame-retardant paint is used, the pigment also must be flame-resistant.

Until two years ago in Chicago, large quantities of calcimine were applied over painted surfaces to protect the paint coat from soiling. This procedure was discontinued because it was found that paint now available can be washed without ill effect.

For exterior surfaces, there is a definite preference for a coating that, under federal specifications, is designated as TT-P-102. This is a titanium-lead-zinc and oil exterior coating, purchased ready mixed in one gallon cans. This paint has greater covering properties and is much more economical than pure white lead paint.

Repeated inquiry was made among members of the Chicago schools' operating services staff as to the relative merits of the three methods of paint application: brush, roller and spray machine. The rather vague information received was that the particular method of application utilized depended upon the type of job and the condition of the building, although on many jobs all three methods of application are being used in combination. Apparently there are as yet no black and white answers to give. At least, no maintenance supervisor was found who was willing to take the risk of sticking his neck out at this time.

Elaborating upon Dr. Lederer's earlier statement, the specifications boss, Mr. Reynolds, had the following additional comments to make:

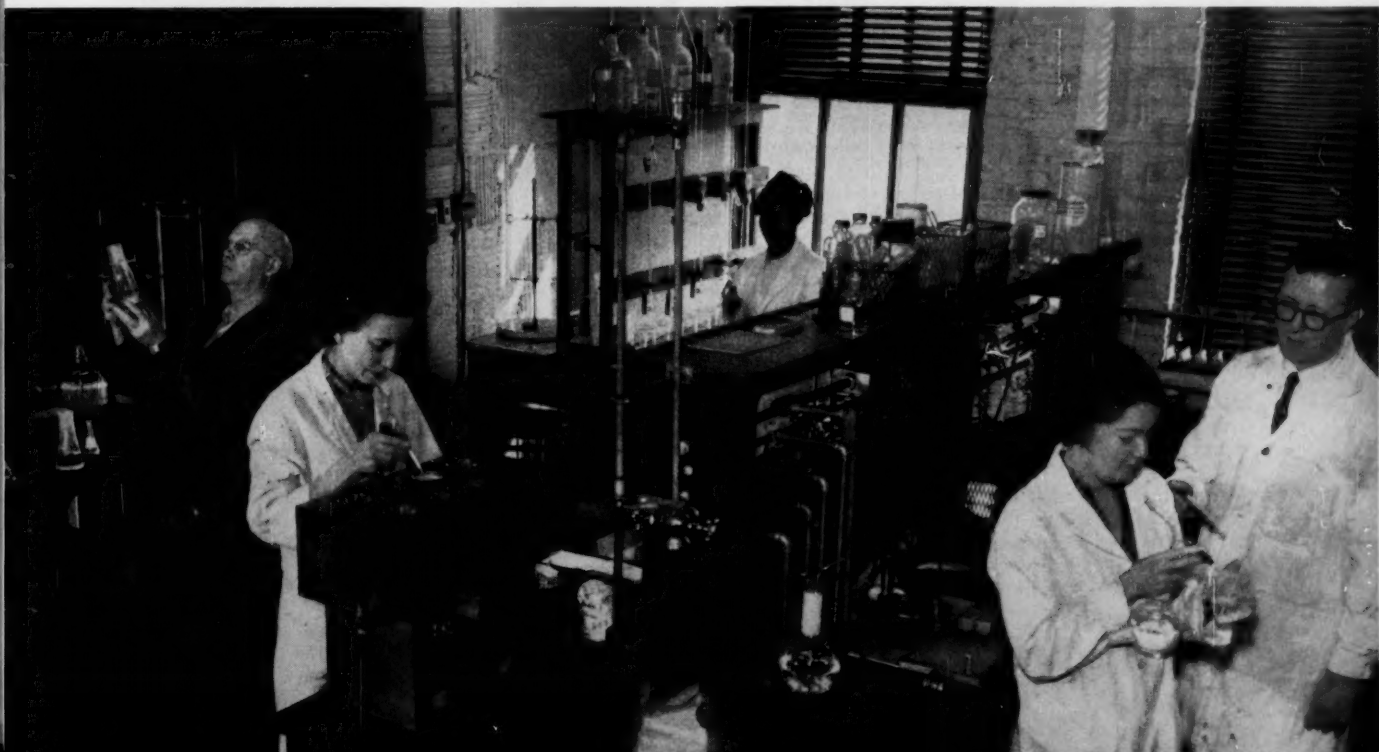
Resistance to change, and an unwillingness to experiment with new products, is a natural human characteristic of maintenance personnel. As a result there has at times been a delay in making use of improved new

products. Such a situation can be overcome best, Mr. Reynolds believes, by having a meeting of painting foreman and manufacturer's representatives in which the latter demonstrate the benefits to be derived from the use of the product by the craftsman, as well as the owner.

An example is the tendency of older painters to favor a linseed oil vehicle for the paint, and to resist the use of alkyd resins types which have quicker drying characteristics. This situation was met in Chicago by arranging a meeting along the lines indicated, and then planning for a three months' tryout. At the close of that time certain of the newer paints were scheduled for regular use.

One thing that a specification and purchasing department should not do is to order its maintenance department to utilize paints and other materials which are strange to them and with the handling of which they have had no experience. If a spirit of mutual helpfulness is assumed and if the potential savings to taxpayers are emphasized, only the most die-hard craftsmen will refuse to cooperate, especially if they are made to feel that they are a part of the experiment. The time it takes to train workmen for the use of new materials will be well spent in the improved quality of the finished work. #

This is the section of the laboratory where paint (as well as other products) are analyzed. The technician in the foreground is distilling liquid of sample so that the solid content can be determined by the woman behind her. The man at the rear is testing solubleness of one of the solids. Worker at right rear is preparing to check caustic resistance of paint.



A.S.C.D. Defends "Balanced Curriculum"

ARTHUR H. RICE

SEATTLE.—More than 1500 supervisors and directors of curriculum, in convention here March 2 to 6, voiced strong opposition to overemphasis on science education in the public schools. In study groups, clinics and general sessions, members of the Association for Supervision and Curriculum Development participated in discussions leading to an official statement of beliefs. Speaker after speaker denounced the philosophy of the Bestors and the Rickovers as contrary to the American ideal that "all children have equal right to an education."

Resolutions reflected the emphasis of the convention upon a "balanced curriculum."

"The technical nature of the world situation has focused attention primarily on the scientific aspect of education," said one resolution, "and some people have proposed plans which threaten the central commitment of the American public schools."

DEVELOP WORLD UNDERSTANDING

The Association for Supervision and Curriculum Development believes that the American educational system should provide for a balanced development in "social sensitivity, intellectual competence, physical and mental health, esthetic responsiveness, and ethical concern. Individual students who possess outstanding talents in any field, including science and mathematics, should have the opportunity and encouragement to develop their talents, but overspecialization at the expense of learning in other fields essential to human welfare should be resisted."

"There should be a bigger place in the curriculum for the development of international understanding," said another resolution. Schools must "help children grow up with healthy attitudes and pertinent facts regarding the world that is their home and the peoples who are their neighbors."

"It is more important than ever," thought the convention, that "schools help children understand and practice democracy in a world context."

Pointing out that critics are challenging the basic right of each individual to develop his full potential through the American public school, the convention called upon its execu-

tive committee to sponsor a national seminar at which national goals of our schools in the current hysteria would be reviewed in the light of the findings of the White House Conference on Education.

It also recommended that A.S.C.D. assume leadership in arranging a meeting of representatives of all national, professional and lay organizations primarily interested in curriculum improvement to organize a coordinating council.

After directing attention to the increasing amount of teaching materials necessitated by the modern curriculum, the association called upon teacher-education institutions to offer courses in evaluation and selection.

Noting especially the great amount of materials of extreme "variation and intent" pertaining to economics, another resolution called for the establishment of criteria for evaluation and use of such materials. A statement of principles and procedures that represent good practice in the selection of such materials was adopted.

The parent organization commended many of its state units for "making possible membership in their organization regardless of race, color or creed."

The president of the nation's school administrators, C. C. Trillingham, superintendent of Los Angeles County schools, was in full accord with the underlying conviction of the convention. Addressing the second general session, the incoming president of the American Association of School Administrators advocated that our public schools *do more* than merely "swim along with the tide." If we yield to hysteria, he warned, we will be "placing our sole concern more and more on science, mathematics and languages, and the establishment of various types of programs for the gifted."

The Los Angeles County superintendent favored the alternative of capitalizing "upon the great public interest which has been created by sputnik to go all out for better bal-

anced educational programs for all boys and girls along with any special curricular emphasis that may be needed in order to maintain our national security."

"The wave of criticism about public schools today is an important part of the setting in which we operate," said Dr. Trillingham. "Some of the critics who denounce so ardently haven't been in a school for years, and haven't the slightest notion as to what schools are really doing today. Adding further to the turmoil have been the proposals of the Bestors that we return to the European philosophy of education with emphasis upon the intellectual attainment of the few and less concern for the many who cannot meet rigid standards."

CREATE COMPETENT CITIZENS

"A forward surge in the teaching of high school science and mathematics started long before sputnik as the logical outcome of technological change, curriculum study, and counseling. But schools generally have resisted crash programs. Our basic educational philosophy still is to help each individual become the best he is capable of becoming. Instead of eliminating from school those who can't succeed very well in quadratic equations, the laws of hydraulics, or the use of a foreign language, we keep them in school in the full realization that they will all be tomorrow's citizens and voters. We can help every one of them to learn to use the language a little better, to get along more readily with other people, to be more intelligent about the laws of health, to enjoy good music, to be a more understanding family member, to become a more faithful worker, and to become a little more competent as a citizen of a democracy."

"Education for the years ahead must be much more concerned with problems of convictions, beliefs, attitudes and feelings," Arthur W. Combs of the University of Florida told the second general session. "We are now discovering that



C. C. Trillingham



Arthur W. Combs

SOUPER CHICKEN!

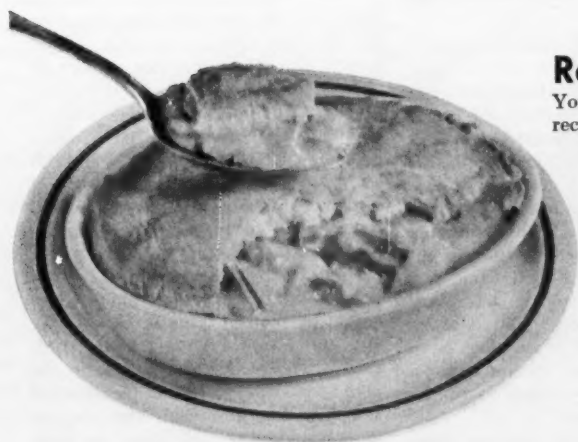
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Soup! Cream of Chicken Soup at its smooth, meaty, delicious best. The famous red and white Campbell label is your guarantee of fine flavor, top quality and continuing customer satisfaction. One 50-oz. can makes 16 (6-oz.) servings at less than 4.6¢ per serving.



Sauce! Thick, rich and so easy to make. Just blend one 50-oz. can of Campbell's Cream of Chicken Soup with 1¼ cups milk... heat and serve! Try it over hot chicken sandwiches. One 50-oz. can makes 30 (2-oz.) servings for less than 2.7¢ per serving!



Recipe Ingredient! Old-fashioned Chicken Pie! Your customers will say it's better than mother used to make! This recipe makes 45 servings at about 16¢ per serving.

RECIPE: Ingredients: 1 cup (5 oz.) chopped onion, 2 tablespoons shortening, 2 cans (50-oz. size) Condensed Cream of Chicken Soup, 1 quart milk, 2½ quarts (3 pounds) diced cooked chicken, 5 cups (2 pounds) diced cooked potato, 3 cups (1 pound) diced cooked carrot, ¼ teaspoon black pepper. Cook onion in shortening until done; blend in soup and milk; stir until smooth. Add chicken, potato, carrot and black pepper; heat. Pour into 2 baking pans, 12" x 18" x 2" or 45 individual

casseroles (¾ cup in each). Top with biscuit crust. Bake in hot oven; (425° F.) for 20 to 30 minutes, or until sauce is bubbling and biscuits are done.

NOTE: Recipe may be made with 2 cans (1-pound 14-oz. size) SWANSON BONED CHICKEN. Save chicken broth to replace part of the milk required.

50-oz.
SIZE



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whether a person is well adjusted or maladjusted is very largely a question of the kind of self-concept he possesses. Well adjusted people are those who see themselves as liked, wanted, acceptable and able. Maladjusted people are nearly always those who see themselves as unliked, unwanted, unacceptable, unable and unworthy.

"This understanding," said Dr. Combs, "that behavior can be dealt with in the present has opened vast new doors in the fields of counseling, psychotherapy, social work, as well as in education. This means that teachers do not have to pry into a child's background. They do not have to be social workers or psychiatrists. They do not have to know all about a child's past, provided they can learn to understand how a child is perceiving today! This is a tremendous idea for education and relieves the teacher of a great many burdens he has been carrying for a long time."

From a representative of the United Nations came the admonition that "to turn attitudes of tolerance into trust, we must cultivate in our generation a deeper understanding of the world's culture and consider whether we have more to learn from one another than we realized."

CONSIDER OTHER CULTURES

Addressing the opening general session, A. S. Vaughan-Thomas, a Welsh educator now serving as principal of the United Nations' International School, counseled: "Parental love is the soil in which we can cultivate for our own children and our children's children all the values that count, provided that we do so by hard thinking and by continuing personal education about cultures other than our own."

Crowding in the classroom is more than a problem of buildings, dollars and teacher-pupil ratios, an A.S.C.D. commission reminded the nation. The damage being done must be measured in terms of the mental health of teachers and children, said Robert H. Anderson of Harvard University, chairman of the special group that has been studying this problem the last three years.

"In the earlier years of our survey," said Dr. Anderson, "we were surprised that so few schools were taking steps to 'overstaff' their schools as a means of counterbalancing physical crowding; they were not furnishing additional counseling services and other assistance for teachers, especially to ensure that through personnel and other arrangements such services as kindergarten, library, creative arts, and other related services could be continued.

"This situation is changing," reported Dr. Anderson. "We find that administrators are greatly interested in utilizing advice and services in the various fields of mental health. We observe a greater concern for the emotional needs of children and greater effort to protect those opportunities for children to develop better personalities through an activity program and a richer curriculum."

The commission has recorded its studies on seven tapes now available through the A.S.C.D. headquarters office. These are available for use by laymen and professionals. The study is being continued under direction of Dr. Anderson, who is director of elementary school internship and apprentice teaching at the Harvard Graduate School of Education.

VIEWS OF MR. KOOPMAN

But what about vocational education? Mental discipline? Drop-outs? "Soft" courses? And many other criticisms we are hearing today?

Seeking direct answers to persistent questions, we interviewed the president of the association, G. Robert Koopman, who is associate state superintendent of public instruction in Michigan. His straightforward responses represent the thinking of many of his fellow A.S.C.D. members.

We asked:

Mr. Koopman, do the many demands for more science in the curriculum represent an important curriculum issue?

"Actually, from the point of view of the curriculum specialist this is a false issue. American schools have been adding more science throughout the years. As the classics have ceased to represent the core of the curriculum, science has come in. There is no essential conflict in this issue. But there are serious questions about the precise amounts and the kinds of instruction dealing with science to be added to a particular elementary school, secondary school, or college. Recognition of recent technological inventions have jolted the American people into a somewhat belated recognition of the importance of science."

Two or three years ago we were hearing a great deal about the 50 per cent of American 18 year olds who did not finish high school. We heard about the importance of life adjustment education, about the importance of equality of educational opportunity, about the number of illiterates detected in the draft and such matters. Was the public wrong in stressing these problems?

"Not at all. These problems are still with us, and every responsible school administrator and curriculum special-

ist realizes that they are more important than ever before. Overemphasis on the education of a favored few, lately, has obscured the fact that the uneducated and the unskilled person is a more dangerous extravagance now than ever before. Studies show that many of the uneducated have high potential."

Then you don't think that curriculum people should apologize for education designed to improve our home and family living and for vocational education?

"Certainly not! Rather I believe that we should stress these matters even more. The present special attention to the 5 per cent of our young people who can readily deal with abstractions and who find themselves so favored family-wise as to have read books is not bad in itself. Inadvertently, this may lead to a further deprivation for the children of less fortunate families. A good instructional program must care for all of the cultural needs and the needs of all the children and adults in a community. Meeting one need well does not absolve the professional from meeting other needs."

What is the place of vocational education in the curriculum of tomorrow?

"This question is receiving deserved attention. James Spitznas, in our 1956 yearbook, 'What Shall High Schools Teach?' has a good treatment of the subject.

"Education for vocational competence will be extremely important in the next two or three decades. Three trends, already in existence, will probably be amplified. First, we will place more stress on general occupational competence in the basic curriculum. Second, specific courses dealing with vocational skills will probably move into more advanced levels, e.g. from the senior high school level to the community college level. Third, preparation for specific vocational work will probably become a much more technical matter than is shop work and agriculture as taught in the 10th grade. The technicians who assist the professional engineer, the professional scientist, the physician, the surgeon and the dentist will grow in their importance."

What do you think of Dr. Arthur Bestor's analysis of "What Went Wrong With U.S. Schools" in the U.S. News and World Report of Jan. 24, 1958, and especially his comments on progressive education?

"As a former member of the board of the Progressive Education Association I don't even recognize the progressive education movement from Mr. Bestor's innuendos. It is easy for anyone who does not like a move-

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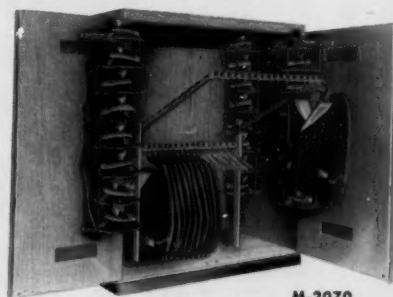
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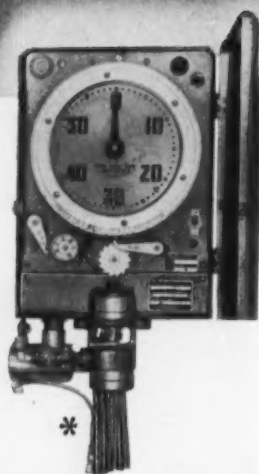
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ment to define it in his own way and then to mock it. Actually, progressive education helped to lay the basis for the best things in education that we are doing today, but we have moved far beyond the knowledges and the concepts we had at the time when the Progressive Education Association was powerful."

Mr. Bestor charges educators in general with favoring "soft" education and proposes a rather "hard" policy line. Do you think our schools will be improved if we follow his many proposals?

"All I can say is that Mr. Bestor is not competent in the field in which he is writing. Any American has a perfect right to make any curriculum proposals he wishes to, but no state or local official can afford to be notional about the curriculum. Those of us in public schools are obligated to serve the entire population. We are obligated to measure rigorously our programs and to improve them. All of us who are involved in educational research are appalled with some of our findings, but we cannot afford to indulge in irrational, unscientific behavior in dealing with our problem. This behavior would be unfair to the citizenry we serve."

With all this smoke there must be some fire. Do we not have some serious curriculum problems before us?

"Undoubtedly we do have. A great deal of the difficulty stems from the fact that what was a fairly satisfactory program of general education for the high schools of this country some years ago has been pretty badly broken up. Nearly all people over 50 years of age who went to high school had essentially the same program of study. This transplanted European curriculum was quite satisfactory for the few who went to high school in 1910 or thereabouts. Since then the American high school has become the people's college and has been asked to do a great variety of things. Some confusion has resulted. We do badly need to get together on some concept of general education.

"It is encouraging to see hundreds of school systems setting up curriculum studies designed to deal with this problem, with the problem of science, with the problem of vocational education, with the problem of education for gifted individuals, and the like. Certainly as a constant critic of the American curriculum I don't believe in complacency."

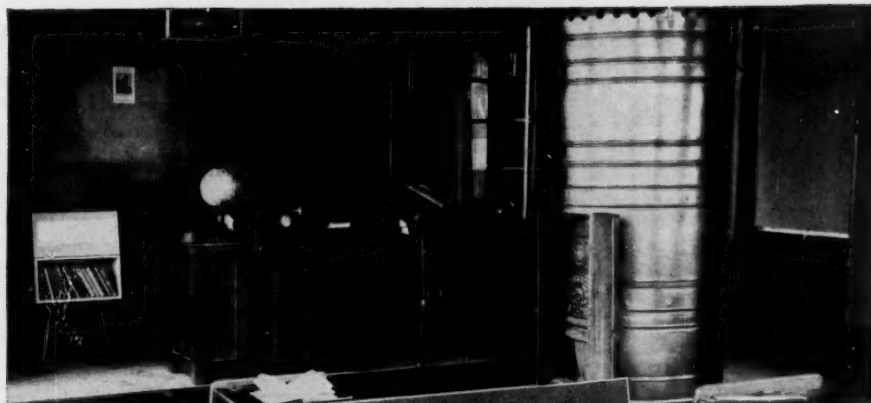
Do you consider driver education to be a necessity?

"Yes. Many of the newer obligations of the curriculum deal with social objectives. These obligations have been

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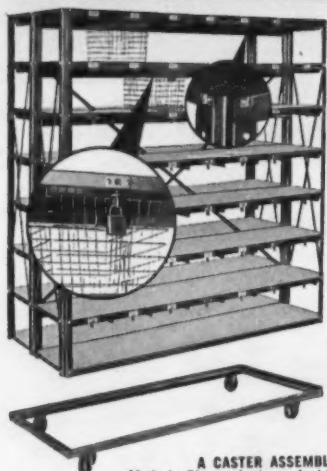
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placed on the school by a democratic people increasingly concerned with the good life, the humane way of living, the moral way of living. Increasingly, the schools have been given mandates to teach driver education. What individual can have the effrontery to say that this is a frill in the face of the facts of social living in an automotive age—as well say that the Indian boy should not have been taught to catch a fish or make an arrow."

What can we discard from the crowded curriculum?

"Actually, the concept of a crowded curriculum is a false issue. Any curriculum worth its salt must meet the essential needs of the people it serves. If a few splendid concomitants like good human relations are thrown in as a result of a well organized program of clubs, athletics and camping, I think that America will be well served by these contributions. Pedantic critics should take time to measure the tremendous energies of a 16 year old boy or girl under full steam. If the curriculum is crowded, then let's extend the school day and the school year. These are desirable movements provided they do not encourage the abdication of the American family from its responsibility."

In recent months more people have been advocating a national curriculum. What do you think of this idea?

"No responsible person would want to take the responsibility for this suggestion. We have seen the horrifying results that come from making education the servant of the monolithic state. Apparently, the admirers of education in the U.S.S.R. would have us repeat some historical mistakes. Years of personal experience with European schools and especially with the effects of totalitarian influences in Italy and Germany lead me to believe that a culture can be destroyed by centralization and dictatorial control of the curriculum. No educator or social scientist could take lightly these proposals to abandon local responsibility and the federal system under which we live.

"Recent cataclysmic events have brought forth many hysterical reactions. Personally, I have faith that in the last analysis citizens will rely upon child psychologists, professional educators, and their own common sense rather than on the advice of specialists in other fields who suddenly fancy themselves to be child psychologists and curriculum specialists."

Is there any way to simplify our educational problem?

"Frankly, no. The only clue I can give is to mention the importance of

the teacher. Every citizen quickly understands the importance of the good teacher and of good teaching.

"Happily, there is one clear-cut generalization we can draw from educational research, and that is that over and above all else the educational operation is affected by the quality of the teacher. Probably the most commendable trend in curriculum work is that of seeking to get better curriculum planning, better guidance, and better learning through improved programs of inservice education of teachers. To those citizens who want a panacea I recommend that they invest from 5 to 10 per cent of their operating budgets in inservice education and curriculum study activities which will involve just as many teachers and citizens as can possibly be gotten together."

PLAN DEMONSTRATIONS

The association's deep concern that public schools retain a balanced curriculum did not end with the close of the convention. The association set in motion a program of studies and demonstrations that will involve its 37 regional, state and local units in a continued effort to find answers to current curriculum problems. The major emphasis will be on "reaching toward a balanced curriculum." Other problem areas to be explored will include "providing for individual differences" and "evaluation of learning."

In sponsoring these demonstrations during the coming year, the organization will tie its facilities more closely to defining curriculum problems and proposing solutions, uncovering and publishing research data, and organizing pilot studies.

The annual programs of A.S.C.D., its publications, and the work of its commissions also will be tied more closely to these studies.

Future planning will be done at a meeting of presidents of A.S.C.D. state units in June in Washington.

The new president of A.S.C.D., taking office March 6, is Jane Franseth, specialist for rural education, U.S. Office of Education. At the same time, William M. Alexander, professor of education at George Peabody College for Teachers, Nashville, Tenn., assumed responsibilities as president-elect.

G. Robert Koopman, president, becomes vice president for the ensuing year.

The association will hold its 1958 convention in Cincinnati, March 1 to 6.



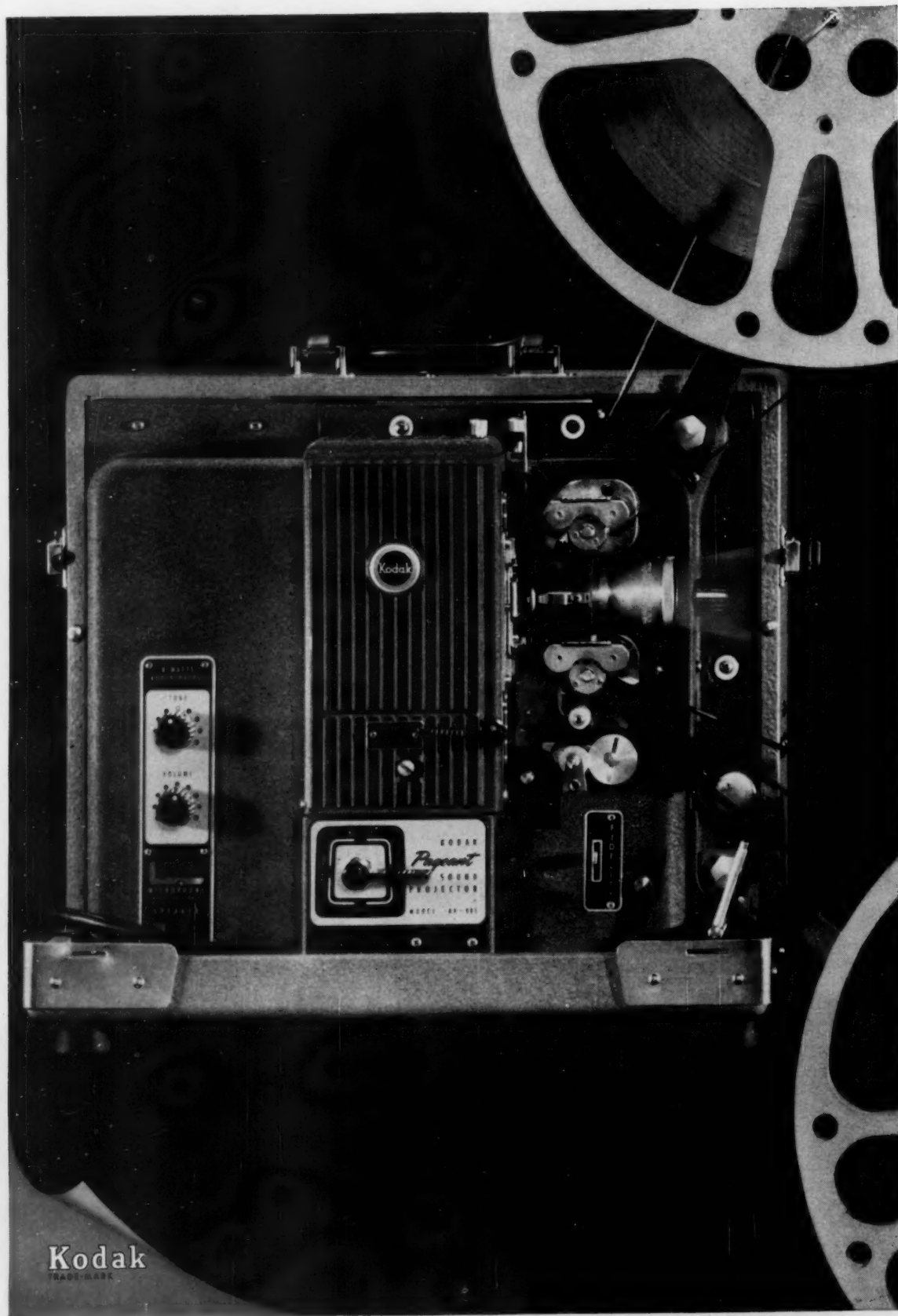
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is housed in a *baffled* enclosure which assures good response over its entire frequency range. The speaker itself is an 11-inch oval—shaped that way to make it compact—and designed to give you the same effective cone area as a conventional 8-inch round type.

The Model AV-085 has a new type of pull-down claw that's virtually wearproof, made of hard tungsten carbide. You'll have no problems with municipal electrical codes either—a new 3-wire cord provides for grounding, adapts to ungrounded outlets, too.

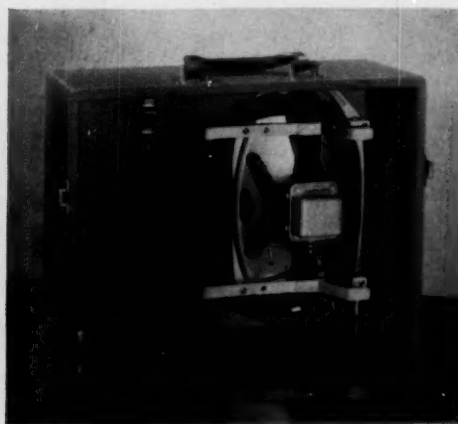
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SCHOOL LUNCH



MILDRED ENGLANDER

Left: This handmade movie tells the story of milk. Children's drawings were stapled together in a long strip and put on rollers.

Good Relations Built on Nutrition

THE School Lunch Program that establishes good public relations among pupils, teachers and parents is the only one that can succeed. The school lunch program must be an educational force in the total school program and make itself felt in the lives of the children and the community. It should be a continuity of inter-related learning experiences that bring about new values, attitudes, understandings and abilities in relation to personal and family living.

In a number of schools in my area of supervision, a nutrition education campaign provided opportunities for integrating class activities in all grades with the school lunch program. The procedures in this campaign in one school will be described in some detail. They illustrate the wide variety of topics and methods carried out by teachers in every grade in the school.

In P.S. 194 Manhattan, located at 242 West 144th St., New York, malnutrition due to diet deficiencies and diet prejudices is not uncommon. In many families, both parents are employed; 600 of the 900 pupils of this school are served free lunch daily because of economic stringency. The immediate school neighborhood is overcrowded. The school has been officially designated by the board of education as a "subject school," which is a term used by the committee in integration for the board of education in referring to difficult schools. The mean I.Q. lies between 84 and 85.

Tastes, insofar as food preferences are concerned, are generally provincial and, like people everywhere, the pupils are not given to trying dishes that are strange to them. Foods commonly used in many families and appearing frequently on the central kit-

chen school lunch menu are not known to them.

As one means to increase consumption of all foods in the school lunch it was necessary first to teach pupils about foods and to attempt to break down baseless dislikes of certain foods and combinations of foods; to pierce the prejudice that stems frequently from insecurity and to induce them to taste foods and dishes that they had no basis for disliking, or with which they were not familiar.

Equally important was the necessity for reaching the parents, enabling them to participate and to plan with them for their continued preparation of dishes and recipes at home that would be demonstrated in class during the project or that would supplement their children's lunch.

The intensive aspect of the nutrition education program was initiated two months in advance of Nutrition Week, observed May 5 to May 10 in all schools in the city, and was completed before or during that week. Of the many projects which have been undertaken in this school in recent years, perhaps none evoked such uni-

versal and spontaneous participation as did this, their first in nutrition. This was due in large part to the careful planning. The principal initiated a series of conferences for orientation and presentation to all persons involved for suggestions and development of plans.

The first of these, for example, included the administrator of All Day Neighborhood Schools (A.D.N.S.), the community coordinator, the chairman of Nutrition Week for 1957, the district supervisor of the bureau of school lunches, the area dietitian, the president of the parents association, the teacher in charge of the early morning milk distribution, group teachers, and the teacher in charge of the lunchroom in the school. The project was explained, responsibilities of the staff were defined, and teaching materials were made available.

Next came a series of faculty conferences in which the goals of improving dietetic standards, nutritional status, and general well-being of all our children and their parents were presented. It was decided to divide the school into three groups: K-2; 3-4; 5-6. Chairmen were appointed for each

Mildred Englander is supervisor of the bureau of school lunches for the New York City Board of Education. She was a teacher in New York schools, has worked for the American Hotel Chain training personnel for new hotels, and has operated her own restaurant. Miss Englander has served as president and vice president of the South-eastern District New York State Home Economics Association. In 1957 she was recognized by the American Woman's Association for her contribution to the community in education.



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group. At small group meetings, activities for each grade were planned by the teachers.

The success of an operation that includes many people depends upon adequate communication between groups and individuals. At every point in planning and execution, the faculty, the students, and the community were kept informed of all deliberations, decisions and problems of each group.

All of these plans involved some changes in the curriculum. Altering the curriculum creates new and unfamiliar situations in teaching and learning. Additional tasks have to be undertaken and new responsibilities assumed. But, this project had been carefully conceived, freely discussed, and cooperatively developed; teachers and laymen generally looked forward to changes with genuine interest. Everyone at P.S. 194 M. was convinced that these changes were desir-

Below: As part of their class project for Nutrition Week, these pupils made puppets to tell how to cook eggs in several different ways. The pupils then prepared the eggs in these ways.



Above: This class planned, prepared and ate a well balanced meal during class, while emphasizing good table manners. Another group prepared foods that were unfamiliar to them and conducted a series of "tasting parties."

able and would result in improvement, so they were carried through with enthusiasm.

The productivity of working groups was enhanced because leadership was open and attainable by all members whose knowledge capacities and skills justified it. Because of this encouragement to assume increased responsibility, many substitute teachers showed marked improvement in their teaching abilities.

The K-2 groups selected breakfast as the focal point of their program. They prepared and served breakfasts in the classroom after going to market to buy the foods; planned three meals; made scrapbooks with pictures of foods, labeling the foods; dramatized good table manners at home and in the lunchroom and in stories in which the children played the parts of special foods; had "tasting parties" with unfamiliar foods.

They made puppets and clay models of fruits and vegetables; learned a bit of science by making butter and cheese from milk; sang appropriate songs learned from records, and viewed suitable filmstrips.

One unit in Grade 2 traced the transportation of food from the farm to the city and from the central kitchen where the lunch is prepared to the individual schools.

Another class exhibited a handmade movie. Each child in class contributed one drawing for a sequence showing the story of milk, from the farm to the home. These were stapled together in one long strip which was placed on two wooden rollers. It was projected by two children turning the roller. Each child in the class took turns reading, in true dramatic fashion, the subtitles of each picture; this had startling dramatic appeal.

Some of the classes composed experience charts that evolved from trips to the public market, to a dairy farm, and to the lunchroom.

Pupil participation in these grades, as well as in all of the others, involved the preparing of breakfasts, lunches, snacks and tasting parties not only for themselves but frequently also for their parents visiting the classes. All projects gave many opportunities for verbal and written self-expression in speaking, singing, writing labels, logs, letters and class newspapers, and in creative expression in arts and dramatic skits.

The 3-4 groups used the school lunch as their focal point. They decided that two problems should be studied and possibly solved.

1. *Why are certain foods on the lunch menu refused by the children?*

Lunch menus, placed each day on classroom blackboards, were consid-

ered in detail. Surveys were made as to what foods on the menu were not eaten by a large number of the children; by means of discussion they tried to learn why these foods were rejected.

2. *What can be done to change the eating habits of the children?*

One method was by classroom preparation of these foods, usually refused by the children at lunch time because of unfamiliarity, and a "Tasting Party."

The teacher decided they would prepare a different soup each morning and a salad of fresh vegetables or fruits. They used such soups as cream of celery, cream of mushroom, onion, corn, cream of asparagus. Such salads as tossed vegetable, Waldorf, pineapple and cream cheese, tomato and lettuce were a few of the unfamiliar foods prepared.

NEED FOR SCHOOL LUNCH

In an initial survey of one C.R.M.D. group (Children Retarded in Mental Development), it was found that several children ate no dinner; several ate at 9 p.m., some at 7 p.m.; others ate when their parents came home from work. Only one child in the class sat down with the entire family to eat the dinner meal. Since these children eat a very scanty breakfast and a "nondependable" dinner, the need to eat a complete lunch at school was especially emphasized.

The classes went to the markets to find out about weekly market specials and to compare prices with those published in newspapers. Many of the children shop for their families, and those who do not could give this information to their parents.

All of the projects extended into several areas of learning, namely: language arts—through discussion and planning, reading and writing—and number skills—through shopping and measurements in directions for preparing the food.

In the study of mathematics, the children themselves brought in the constituent parts of recipes, used measuring cups, gained insight into relationships and nonnumerical concepts, were given many opportunities to approximate answers, made diagrammatic maps of the school neighborhood, improvised store situations "and sold and bought over the counter."

In each class the study of table manners and behavior in the lunchroom contributed to the social training of the pupils.

The 5-6 group decided upon the theme "You Are What You Eat," thus offering opportunity for correlation of nutrition with health education. The classes studied the foods needed

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for good health, such as eggs, milk, grains, fruits, vegetables—their sources, uses, marketing and nutritive value. They “took milk apart”; made recipe booklets stressing dishes from the United Nations; prepared displays for the library; visited bakeries, a bottling plant, the Bronx Zoo Farm to observe milking of cows. Some classes made posters, puppets of fruits and vegetables, papier-maché models of foods, wrote skits, and gave tasting parties for “Getting to Know You, My School Lunch.”

Others planned a week’s meals using “Basic 7” charts; planned breakfasts

and dinners around the school lunch master menu; compared the cost of the school lunch with that of the same lunch in outside eating places. Most groups prepared simple lunches and served them in the classroom.

One class explored the correlation between good diets and sound health. The entire group decided to emphasize the substitution of fruit for a good part of the candy, gum and sodas the children consume, and to help develop better attitudes toward new foods and a more varied diet.

A sixth year class conducted a long-term experiment with their two

adopted pets, Molly and Lisa—their own names for their two white rats. “Watch Them Grow” was the name of this unit which included: (1) background of the animals, (2) why we used rats for our feeding experiment, (3) photography, (4) care of the rats, (5) diets and analysis, and (6) correlation with art.

When the rats were three weeks old, the children started the feeding experiments. Molly was fed a balanced diet, the school lunch menu, whereas Lisa was fed an overabundance of carbohydrates (this provided one of many words for vocabulary study). Charts depicting weights, foods served, reactions, and emotional reactions were carefully maintained for a four-week period.

PLAY PAID TRIBUTE

The greatest reward for the supervisor came when the 6th grade children selected for their Culmination Exercises (in a K to 6 school this is the graduation), a presentation of a nutrition play written by a teacher with the help of children, calling for the use of more than 40 children in the cast and an equal number engaged in costume making, prop preparation and as stagehands. This play specifically gave evidence of their growth, of their attainments in intellectual and personal outcomes of their new abilities in self-evaluation, and of acceptance of desired goals; a tribute to education made by a school that had the initiative and foresight to undertake this nutrition project.

Teachers at P.S. 194 M. feel that nutrition education, utilizing the valuable laboratory of the school lunch together with other methods, meets the present needs of the majority of children. They consider the methods used practical and realistic, and the total program to be true education.

The education of parents was, perhaps, one of the most important aspects of the entire program. So frequently do we in the school system see a start made, only to find that the larger and more remote objectives are eventually lost in the shuffle. As a direct outgrowth of this intensive nutrition education program, the school community will continue to conduct workshops with representative parents.

These parents are expected to report to the parent association periodically. Suggestions will be forthcoming from the ranks of the parent members and from the Student Council Civic Club as to how to continue to break down food fallacies and misunderstandings among pupils and parents and to help them enlarge their nutritional and culinary horizons so that nutrition education will be a permanent program. #

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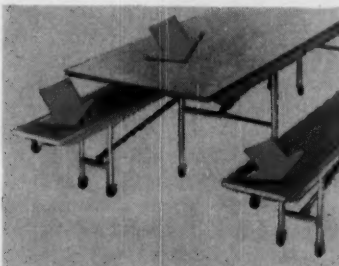
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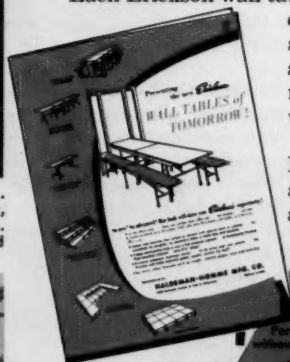


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wire from Washington By EDGAR FULLER

Libel suit lost

► Former State Supt. Pearl A. Wanamaker's \$500,000 libel suit against commentator Fulton Lewis Jr. has ended with a deadlocked jury in Baltimore. The court action was based on a broadcast early in 1956 in which Mr. Lewis identified two Communists as brothers of Mrs. Wanamaker. The jury was reportedly 11 to 1 for awarding damages to Mrs. Wanamaker, but the single juror succeeded in preventing a verdict.

Other suits based on the same factual circumstances are pending in other jurisdictions, including Mrs. Wanamaker's home state of Washington and the District of Columbia.

Science foundation plans

► Congress is set to vote greatly increased funds for the programs of the National Science Foundation. It appears to be certain that funds will be available for the following activities planned by the foundation for the summer of 1959: 320 institutes for 16,000 junior and senior high school teachers of sciences and mathematics; 50 institutes for elementary school supervisors; an increase in the 17 academic year institutes for science and mathematics teachers in operation this year; an increase from the 23 inservice institutes for science and mathematics teachers now in operation to perhaps 200 inservice institutes for high school teachers and 100 inservice institutes for elementary teachers; a new program of fellowships for periods up to three successive summers for more advanced work by high school teachers, presumably for those who have attended regular summer institutes.

In addition, the foundation's Course Content Improvement Program will be expanded. The principal activity in this field at present is the development of a new high school physics course by the Massachusetts Institute of Technology and associated university and secondary school advisers.

The foundation also plans to gather information about science education in other countries for distribution in this country.

Congressional log-jam

► Both Senate and House committees continued to hold hearings during the month on federal proposals

to assist education at all levels, but no consensus developed on what action to take.

The major occurrence was the introduction of a new and more general bill supported by the National Education Association. At this writing, the direction of thinking among public school groups appears to be strongly in its direction. We shall describe its major provisions as we have previously described the Administration's bill (S. 3163) and the Hill-Elliott legislation (S. 3187).

The Murray-Metcalf bill (S. 3311) would authorize federal funds for public elementary and secondary teachers' salaries and for public school facilities. Beginning at \$25 for each school-age child in the first year, a maximum of \$100 would be authorized for the fourth and succeeding years. The Congress could, of course, appropriate smaller amounts. Each state would decide what proportions to use for salaries and for facilities.

Grants to states would be made on the basis of their relative school-age population. The law would require that 75 per cent of the portion used for teachers' salaries would go to all school districts in each state according to the relative number of teachers in each district. The remaining 25 per cent could be used for equalization purposes according to the need in each state.

The school construction funds under S. 3311 would be allocated to local districts with matching requirements for the local districts determined by the states. There would be no matching requirement applied to the states. State and local financing at the present average level in each state would be encouraged by a "maintenance of effort" penalty clause. This would reduce the federal funds for failure to maintain state and local efforts in the support of public schools.

Basic theory of S. 3311

► The basic theory of the Murray-Metcalf bill is that the federal government should share in the support of public education, with administrative direction of educational programs left to the states and local school districts. The sharing theory differs from the series of special aids provided for in the Administration's bill (S. 3163) and in the Hill-Elliott bill (S. 3187).

Informed of widespread preference of schoolmen for the Murray-Metcalf bill, an observer on Capitol Hill who has attended all the Senate hearings this year, said: "This will kill any school legislation for a long time." His view was that no federal support for education can pass in this Congress unless it is regarded as an integral part of the national defense, and that general improvement of education in the manner contemplated by the Murray-Metcalf bill is not so regarded.

The sponsors of the Murray-Metcalf bill are not opposing other legislation if other legislation is preferred by the Congress. They believe, however, that over the long term shifts in the local, state and national tax systems will probably require federal participation in financing public education along the lines the federal government now uses in health, welfare, highway construction, and other fields. It is their feeling that to base educational legislation upon the semi-hysteria created by the sputniks may be unsound, and they recognize that considerable complacency about so-called emergency programs has followed the launching of the American Explorer.

The dilemma is whether to risk defeat by supporting broader legislation believed to be better both for education and for the national defense by most schoolmen or to support special aids which currently may have more appeal to the Congress. That this dilemma will be resolved before Congress takes final action is doubtful, barring a compromise between the Administration and the advocates of the Murray-Metcalf bill. If such a compromise should occur, however, most proponents of the Hill-Elliott bill would support it.

Crosscurrents

► One of the greatest surprises in the testimony thus far given was the position taken against scholarships by the Association of Land-Grant Colleges and State Universities. In testimony before the Senate committee, this group of public colleges and universities favored direct aid for physical facilities and faculty salaries instead of scholarships. This differs with extensive testimony presented by the American Council on Education and other higher education groups favoring scholarships, but some of these also favor

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federal funds for educational facilities and faculty salaries.

The Administration and Hill-Elliott bills have provisions for elementary, secondary and higher education. The Murray-Metcalf bill, on the other hand, would apply only to public elementary and secondary schools. Except for the increased appropriations for the National Science Foundation which require no new authorizing legislation, federal action to assist higher education would be dealt with separately if the Murray-Metcalf bill became the basis for federal assistance for the schools.

New action group

► The National School Boards Association had a witness on school legislation before the Senate committee on labor and public welfare recently. The association tabled resolutions both for and against federal support of education at its latest annual convention and decided that the National School Boards Association would not become a national action group. This has apparently been changed.

On his own initiative, the witness attacked the Korean G.I. Bill of Rights and drew fire from senators right and left. He also labeled some sections of Senator Hill's

bill unconstitutional. Near the close of the testimony Senator Hill told the witness: "I think I can assure you that the overwhelming majority of the school boards in my state would not agree with your statements here this morning."

Later the same day, a government official who had heard the testimony asked us whether this witness represented a legitimate organization. We told him it is an admirable association, and that it is potentially one of the country's most important organizations concerned with education, but his reaction was that it must be a direct agent of the U. S. Chamber of Commerce.

Local action in science

► Reports from 34 states indicate that state and local educators are responding well to the challenge of recent technological developments. Working with legislators and citizens organizations, they are upgrading instruction, tightening requirements for high school graduation, providing more opportunities for the gifted, and modernizing the curriculum insofar as their resources will permit. Many of the activities were under way before the first sputnik.

Following sputnik, there has been a change of emphasis. An awakened citizenry has joined with educators in statewide committees to cope with the problems of the schools. Special commissions are working on accrediting standards, guidance and counseling programs, and early identification of talented youth. State departments of education, working with these committees, have developed new curriculum guides for science and mathematics teachers, added special consultants to their staffs, and arranged for inservice workshops and institutes for teachers.

Some state boards of education have taken formal action increasing the courses in science and mathematics required for high school graduation. A few legislatures have passed special laws providing scholarship funds for students with outstanding abilities. One state has authorized stimulative grants to local school districts for use in curriculum revision. Statewide testing programs are being conducted in at least three states, and have been recommended by state boards or legislative councils in others.

Some state committees are prodding colleges and universities to strengthen their engineering schools, provide more scholarships and loan programs, and assist elementary and secondary schools with their programs of guidance.

All of the 34 reports show that chief state school officers have real concern that the total educational program shall not be impaired because of the sudden compulsion to do something about science and mathematics, even as they are giving special attention to strengthening technological education.

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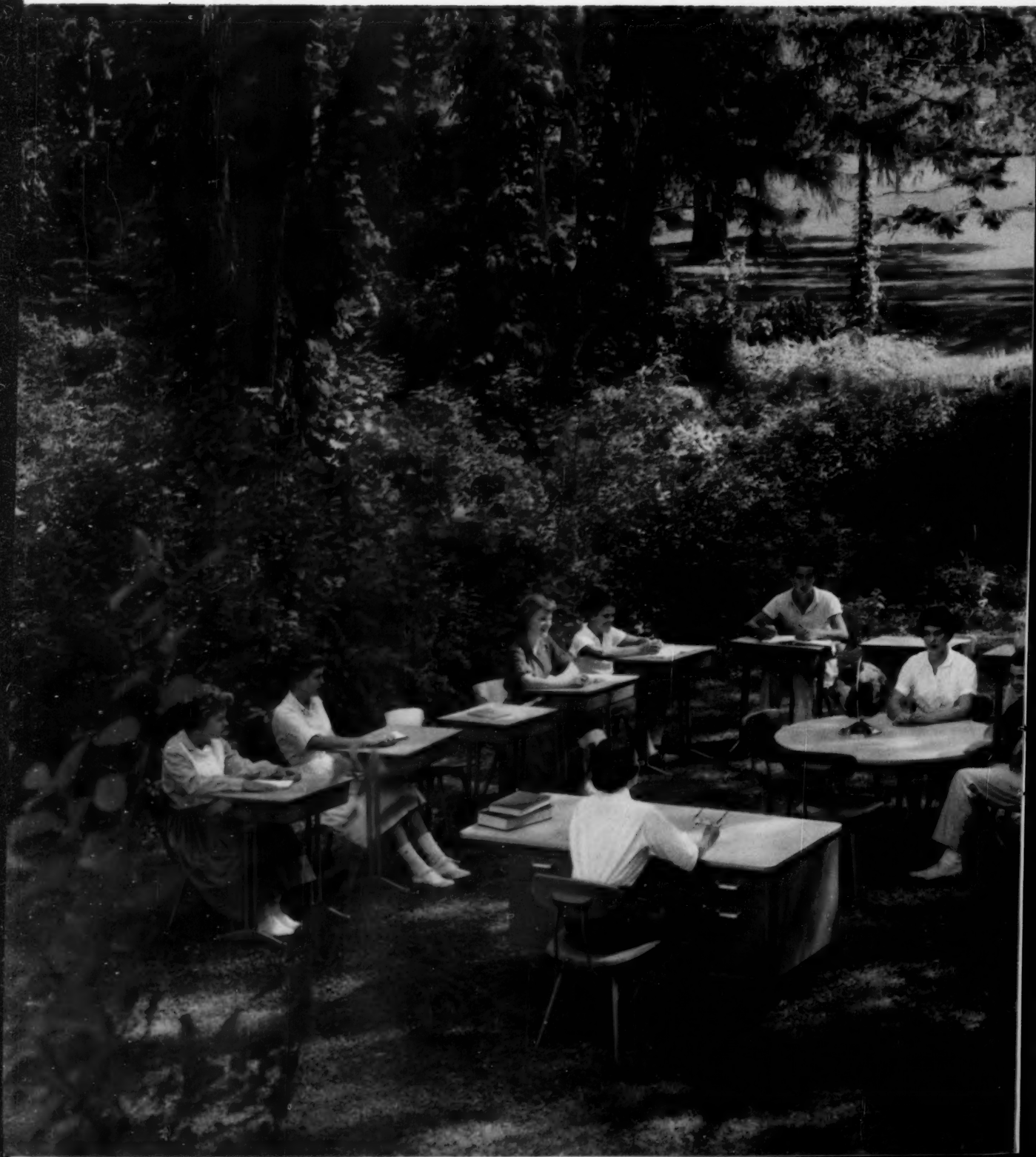
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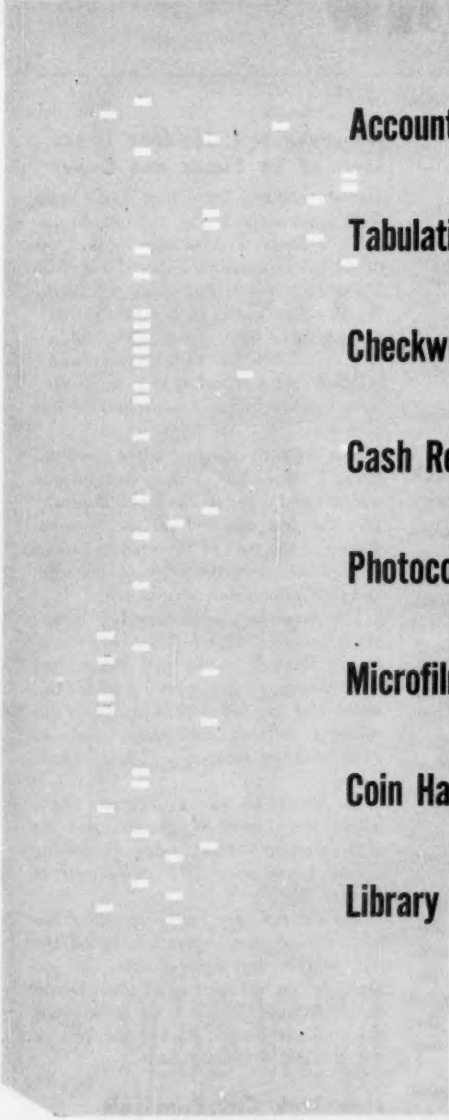
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NEWS IN REVIEW

At San Francisco School Administrators Meet Public Criticism With Facts and Fortitude

SAN FRANCISCO.—School administrators came back fighting in the second round of their regional conventions. Reaction and resistance to the popular pastime of making schools the scapegoat for this nation's worries and troubles were expressed in discussions and speeches and in the general demeanor of some 5000 schoolmen attending the A.A.S.A. regional conference here March 8 to 11.

This determination to meet criticisms with facts and fortitude was indicated in press conferences with convention leaders on the opening day of the program.

C. C. Trillingham, Los Angeles County superintendent, who was to take office March 15 as the new president of the A.A.S.A., expressed the sentiment of his fellow officers when he reminded the press that generalizations about education are unfair and unwise. "The quality of schools," he said, "will run the gamut from those that are not doing well to those that are doing a good job."

Said A.A.S.A. President Philip J. Hickey, St. Louis superintendent: "I don't think the University of California's Joel Hildebrand, or any of the rest of these critics, know what the public schools have to do when they sound off about 'frill' courses and how badly we teach the three R's. They don't even know about compulsory education laws and how we must have a program for everyone. But they have done us a lot of good because they have conditioned the public to things we knew were needed years ago. We can now demand money and other things we didn't dare ask for before."

Said Finis E. Engleman, executive secretary of the A.A.S.A.: "The scientist-critics aren't all wrong. They are just talking through their ivory towers in half-truths, and the other half is false."

Encouragement to schoolmen to "keep their bearings" was expressed from the platform Sunday evening by Sen. Frank Church of Idaho. Said the nation's youngest senator:

"Having escaped from the acute era of Russia-phobia, you are now confronted with a groundswell of demands that you remold our American educational system, overnight if you please, in imitation of the Russian system! I trust you will be able to keep your bearings."

Senator Church was pessimistic about the cold war. It may last for generations, he said. "To wage it will tax our strength and stamina as nothing we have known before. To win it, in the long run, will depend upon the wisdom and understanding of the American people, which

is the aggregate product of our educational system."

But Senator Church is not satisfied that our public education is meeting our own needs as a nation. "The question we should ask ourselves," he said, "is not how our school system compares with that of Russia; rather, how is it serving the ends of a free society."

(Continued on Page 110)

Supreme Court Delivers Setback to Virginia's Segregation Laws

WASHINGTON, D.C.—The U.S. Supreme Court, in a one-line order March 2, refused to review a decision against racial integration made by the U.S. Fourth Circuit Court of Appeals. Virginia had declared that such a ruling would result in closing all public schools in Prince Edward County, in the southern part of the state.

The Supreme Court decision directed U.S. District Judge Sterling Hutcheson at Richmond to fix a deadline for Prince Edward school officials to start carrying out the 1954 decision of the Supreme Court outlawing compulsory segregation in public schools.

"The federal courts assume a terrible responsibility when they order the closing of public schools," said Virginia, in asking the high court to overrule the appellate court decision. "This is what the circuit court has done and what this court will do if the order appealed from remains in effect."

State leaders call the package of segregation laws enacted there "massive resistance." These laws call for cutting off state aid and closing down any public school that is integrated as a result of a court order.

Ohio to Recruit Teachers by Billboard Advertising

CINCINNATI.—A statewide drive to recruit teachers for Ohio will be analyzed to check the effectiveness of new methods used.

Outdoor billboards bearing the slogan, "Teaching—A Better Career Every Year," are being used for the first time during February, March and April. Newspapers, radio and TV stations throughout the state are cooperating with the campaign.

Sponsors of the campaign are the Outdoor Advertising Industry of Ohio and the Ohio Education Association. A similar campaign held in New Jersey last year proved effective.

Kentucky Bus Accident Takes Lives of 26 Pupils and Driver

PRESTONBURG, Ky.—"The worst highway accident involving children in the nation's history," according to the National Safety Council, occurred February 28, when a school bus plunged into the flood-swollen waters of Big Sandy River, 3 miles from here. Twenty-six children and the driver lost their lives. Twenty children reached safety by scrambling from the bus before it sank into 30 feet of water.

The accident occurred when the Prestonburg school bus crashed into an auto wrecker and a car on Kentucky Highway 23. The bus caromed off the vehicles, veered to the side of the road, balanced precariously over the edge of the cliff, and then plummeted into the river.

The same day, in Montevideo, Minn., Mark Anderson, 17, a high school student, fought through smoke and flames and freed young occupants from a school bus which had collided with a car. Two girl students suffered concussions and 11 other children escaped with only minor hurts.

On March 10, two elementary school pupils were critically burned and six others were in serious condition following a school bus accident 6 miles west of Aurora, Ill.

The Sugar Grove Township school bus hit a culvert, the impact tearing off the rear wheels and ripping open the gas tank. As the bus burst into flames, Driver James Meredith kicked the emergency door off its hinges, saving the rest of the children from bad burns.

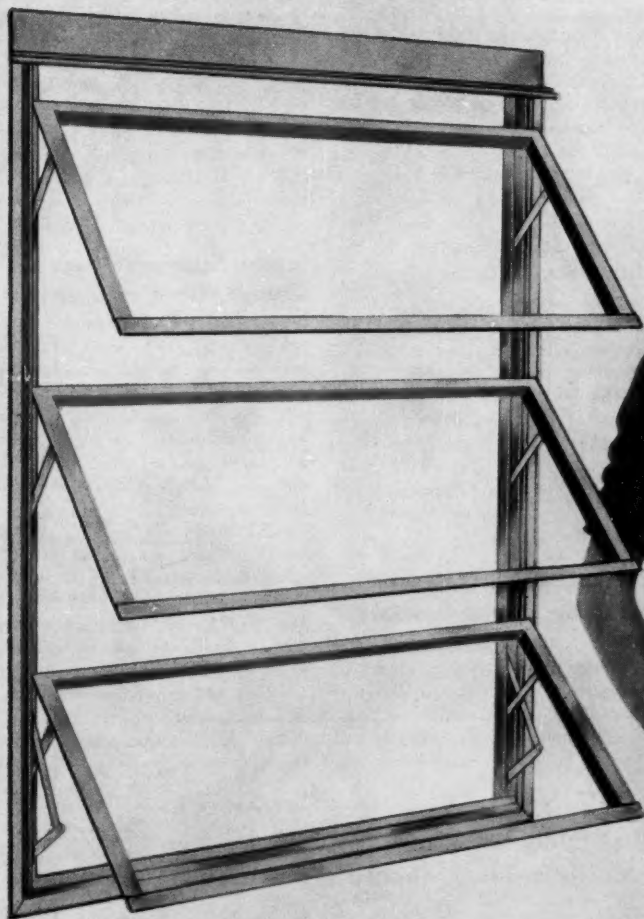
New York City Principals Get Power to Suspend Pupils

NEW YORK.—A resolution regarding the suspension of troublesome pupils was adopted by the board of education here at a February meeting.

The resolution states that "any pupil who shall be charged with a violation of law involving violence or insubordination shall be suspended from regular school attendance. Such suspension shall not be revoked unless the pupil is found not guilty by a court of competent jurisdiction."

Establishment of this policy is a departure from the previous policy. The board makes it clear that in such cases, under existing conditions, no instruction can be provided for such pupils.

The board also pointed out that it has "a duty to protect the innocent from the violent" and that it is "the duty of other public agencies to provide for custody of pupils having violent tendencies."



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Raise Teachers' Salaries 15 per Cent; Professor Tells How

INDIANAPOLIS.—Most of today's high school science classes are not going to produce the kind of scientific talent we need for the space age, J. Lloyd Trump of the University of Illinois College of Education told a recent meeting of the National Association of Secondary-School Principals.

To remedy instructional deficiencies he outlined a high school staff which would include professional teachers with advanced training, teaching assistants, clerks, general aides for nonteaching jobs, volunteer community consultants, and professional staff specialists.

He estimated that a high school of 800 organized on this basis could save about \$14,500 a year—enough to increase the salaries of its teachers by 15 per cent.

Georgia Teacher Dropped After White Boy Rides Negro Bus

LAKELAND, GA.—A 64 year old white teacher who unintentionally became involved in a segregation dispute was refused reinstatement by the Lanier County Board of Education. She is Mrs. A. B. Baskin. Her resignation was unanimously accepted by the board, which declared that there is no vacancy in the county school system.

Testimony centered on whether Mrs. Baskin had resigned under pressure and whether she made proper attempts to appease the community.

It all began on December 18 when Mrs. Baskin's white fourth grade class was dismissed too late to ride school buses home. Three of her pupils rode with her in her automobile but she had a flat tire en route. She flagged a school bus but found that it was transporting Negro pupils. She offered Pat Taylor, 9, his choice of riding the bus or waiting until the tire was repaired. Pat took the bus.

Mrs. Baskin said that some members of the school board intimated that she "either resign or be fired," and that if she didn't quit, the community would have "mob violence and a Little Rock" in Lakeland. Members of the board involved denied this.

Mrs. Baskin said in early March that she will appeal her case to the state board of education.

Adverse Conditions Rout More Able Teachers

COLUMBUS, OHIO.—Working conditions which prevent or drastically limit good teaching are driving many teachers from the profession, said Robert E. Jewett, supervisor of student teachers, Ohio State University, in a recent university research bulletin.

Dr. Jewett asserts: "Almost without exception, the able teachers and former

teachers are disillusioned with respect to teaching, because they have found themselves unable to do the thing they prized most highly—namely, teach."

Dr. Jewett cites some of the adverse conditions existing in the public schools such as: too large classes and too many classes per teacher; overload of clerical work, and evaluation of ability by how well the teacher patrols the lunchroom.

San Diego Starts Centers for Disturbed Children

SAN DIEGO, CALIF.—Children with severe emotional problems are being taught in special facilities here. Several centers have been set up, each housed in a separate portable classroom accommodating from nine to 11 children. The new program was begun in February.

Richmond Barbour, director of guidance, stated that approximately 100 emotionally disturbed pupils have been identified here.

Community to Be Built and Financed by Retired Teachers

INDIANAPOLIS.—The newly incorporated Indiana Retired Teachers Community recently bought a 46 acre tract of land near Greenwood, Ind., 10 miles south of here.

The development of the property will be financed largely by retired teachers.

It is near a shopping center, churches, theaters, restaurants and an intra-city bus line.

At least 50 ranch style units will be built, each member desiring a unit making a payment; a temporary loan will be floated, possibly an F.H.A. loan under the new Capehart law covering the financing of housing for retired persons. Residents must be retired Indiana teachers 60 years of age or older.

School Equipment Vendors Change Name of Organization

CHICAGO.—Effective March 1, the name of the 41 year old National School Service Institute was changed to National School Supply and Equipment Association.

The new designation will more clearly identify the activities of the 350 members and avoid the confusion inherent in the old name, Dave McCurrach, the executive manager, said.

Also voted upon favorably at a special meeting was a restatement of the purposes of the organization so as to read: "to advance the interests of the industry through the voluntary action of the members, to formulate and develop solutions of the problems affecting the industry as a whole, and to promote service to educational institutions."

The period of duration of the association was made "perpetual."

Higher Education Conference Hears Plea for Multiple Track Institute and College Systems

CHICAGO.—Higher education took a few brotherly looks at lower education here March 2 to 5 and admitted it had some duties to perform for its younger brothers, high school and elementary school.

The occasion was the 13th National Conference on Higher Education. Some thousand or more educators heard the major addresses, raised their voices in one or more of the 28 sectional groups, and watched two professors demonstrate the teaching of science and the humanities over Chicago's educational TV station, WTTW. A special closed-circuit system permitted delegates to examine and comment on the methods used, and a panel analyzed the effectiveness of TV teaching.

President John W. Gardner of the Carnegie Foundation for the Advancement of Teaching humbled the audience, saying:

"The college or university should not be regarded as the only passport to a meaningful life or the sole means of establishing one's human worth. And we have come perilously close to that."

"If we permit the faulty assumption that the college is the sole cradle of human dignity, need we be surprised that every citizen demands to be rocked in it?" he asked.

"We should encourage all kinds of individuals to run on all kinds of tracks,"

he asserted. "In this way we can distribute very widely the rewards of self-esteem and self-respect."

"We must never make the insolent and degrading assumption that young people unfitted for the most demanding fields of intellectual endeavor are incapable of rigorous attention to some sort of standards," Dr. Gardner continued. "Though we must make enormous concessions to individual differences in aptitude, we may properly expect that every form of education be such as to stretch the individual to his particular potentialities."

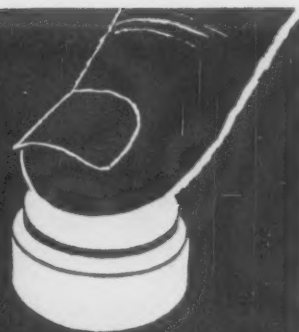
"We must learn to honor excellence (indeed to demand it) in every socially accepted human activity, however humble the activity, and to scorn shoddiness, however exalted the activity. An excellent plumber is infinitely more admirable than an incompetent philosopher," he concluded.

"The Sheepskin Curtain that has been rung down between schools and colleges must be lifted," Charles R. Keller, chairman of the department of history at Williams College, told the delegates, "so that both the talented and the less talented will gain."

"The unfortunate tendency to generalize about the secondary schools and to

(Continued on Page 108)

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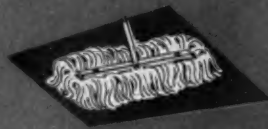


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A.A.C.T.E.

(Continued from Page 64)

ministration was displayed by the teacher educators and the school administrators. A former professional educator, Paul A. Woodring, consultant to the Fund for the Advancement of Education, well stated a point that others too emphasized. Said he:

"We must work toward the view that an educational leader is not merely an Organization Man but should be primarily an intellectual, a scholar, and a man of ideas. This will represent a sharp reversal of a trend of the last 30 years, but a reversal we must make if educational leadership at the level of ideas is again to be returned to the hands of professionals."

The A.A.C.T.E. voted a major enlargement of its scope. Through a new plan, members of associations in the various teaching fields will be linked with the A.A.C.T.E. for more effective communication and for a broader impact on practice.

Wendell W. Wright, dean, school of education, Indiana University, Bloomington, was named president-elect. He will become president of the association next year succeeding Harvey M. Rice, president, State University of New York College for Teachers, Buffalo. J. William Maucker, president, Iowa State Teachers College, Cedar Rapids, was elected to the executive committee.

At an evening session, Ralph Bunche, undersecretary of the United Nations, urged "teachers and teachers of teachers" to keep abreast of the world picture. He predicted that fear and suspicion between the free world and communism would abate, although it could take a few years, a decade, or a generation. Not until mutual trust develops, he added, could any progress be expected on disarmament.

Teacher certification needs to be decentralized so that the issuance of the teaching certificates centers upon the college or university preparing teachers, recommended T. M. Stinnett, executive secretary, National Commission on Teacher Education and Professional Standards, N.E.A. With this decentralized plan the teaching profession would take over the functions which legal licensure is now attempting to serve, according to Mr. Stinnett. "Current trends indicate that there should be a general teaching credential at the bachelor's degree level, of an apprentice or probationary nature, and with a permanent or continuing credential reflecting full professional qualification being issued upon the completion of five years of college preparation," said Mr. Stinnett.

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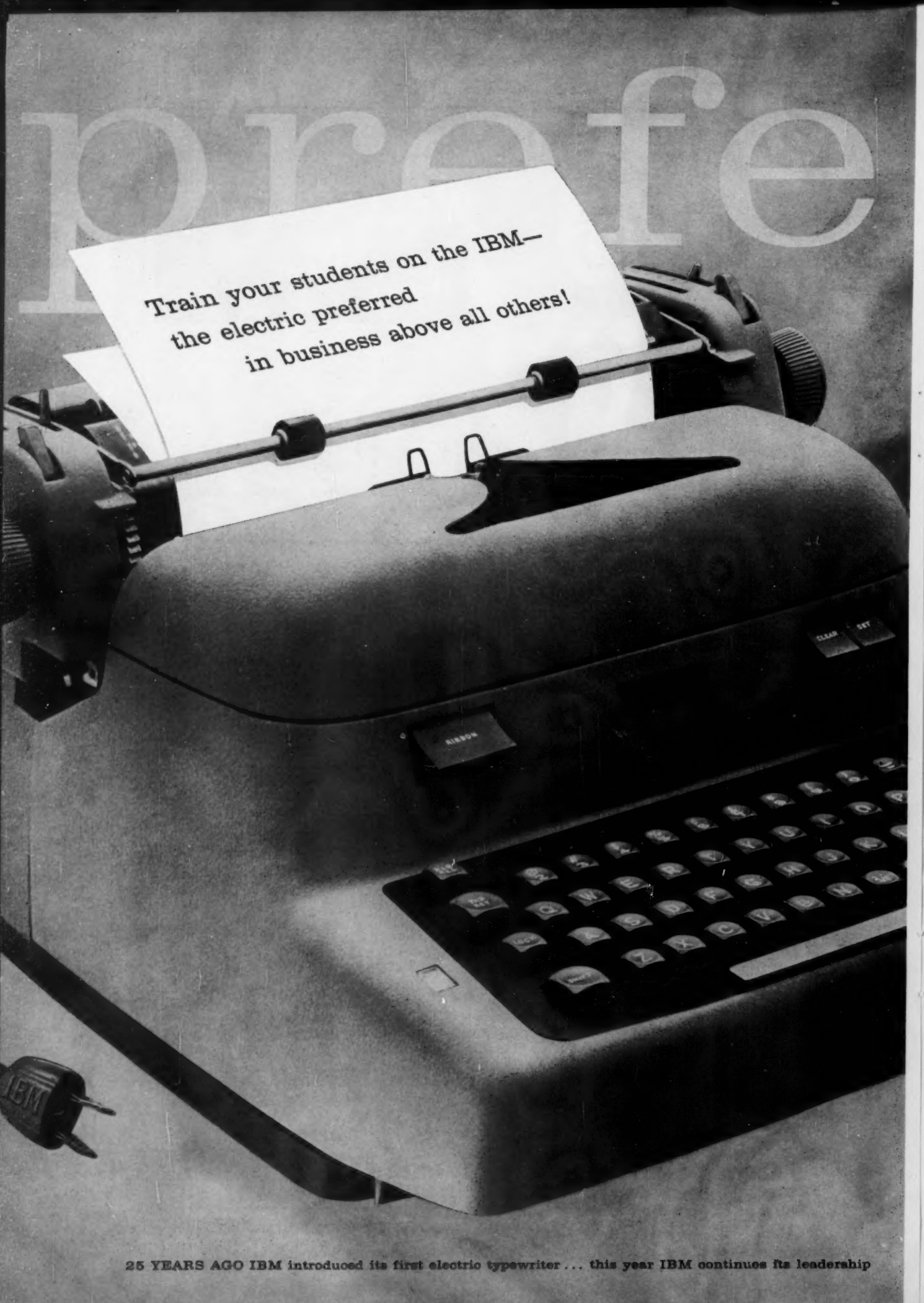
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Higher Education

(Continued From Page 102)

believe that nothing good can come out of them is almost as great among college teachers as it is among laymen. There is an unwillingness to move students ahead or to group students either by ability or by achievement or by both. As a result we bore many students, waste their time, or lose them completely. They become duplication conscious long before we do."

The task of admission counseling is the mutual responsibility of the high school and the college—of the high school to kindle an eagerness for learning and of the college to point the way to its at-

tainment, it was agreed at one discussion group. To be most effective, counseling procedures should be started early in the school career to identify talents and capacities. The middle elementary and junior high school level is the best place for guidance services as certain biases and attitudes are gained later that affect motivation and tend to restrict the development of talents, it was maintained.

While one discussion group admitted that early admission to college is not meeting with the general approval of educators, it agreed that the "college level" course in high school stimulates the student and the teacher and elevates

the level and tone of the rest of the high school program.

Roger W. Russell, executive secretary of the American Psychological Association, warned his audience that while teachers should certainly encourage the child who shows very early promise of being gifted they must not dismiss as untalented the one whose ability during the elementary grades is average.

"Inaccuracies in our procedures for identifying talents and individual differences in the rates at which talents develop strongly indicate the need for a program of identification that permits periodic evaluation of individual students over a number of years," Dr. Russell stressed.

When it comes to recruiting teachers, students themselves can be a force, it was brought out at another session.

"Students can play a great part in changing the prevailing rather anti-intellectual climate on most campuses," said Willard R. Johnson, vice president for educational affairs of the U.S. National Student Association, Philadelphia. "This will greatly increase the number of students who will consider teaching because of an increase of interest in subject matter. We hope to make a great impact on high school students so that more of the outstanding and qualified students will go to college, and of these a greater percentage will choose teaching."

Dean Harlan Cleveland of the Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University, talked on the teaching of world affairs. He predicted:

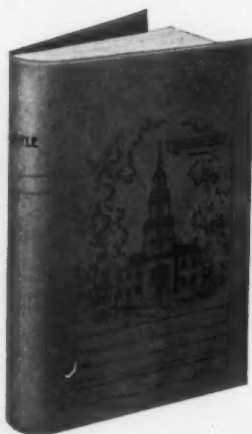
"As travel gets cheaper and easier, it will be more common for students to take part of their education abroad.

"But even short of guided trips abroad, living in foreign homes, and studying a foreign language, there's a great deal that can be done in the American classroom to simulate the cultural shock of being abroad, to wrench the student loose from his moorings long enough to enable him to develop a perspective which must be, in the future, the mark of responsible American citizenship," the dean declared.

In resolutions adopted, the association strengthened its stand on integration and urged a large federal scholarship plan. Its integration stand stressed "all deliberate speed" in contrast to resolutions adopted at the two previous conventions asking that integration "be achieved over a period of time in the light of existing and evolving social relationships."

The scholarship program favored is the 20,000 four-year scholarships to be awarded each year, as stated in the Hill-Elliott bill now before Congress. It asked that scholarships be awarded "without any limitations," in contrast to the Eisenhower plan, which puts stress on science, mathematics and engineering. The conference recommended 5000 fellowships in the first year of the federal program.

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(Continued From Page 100)

The Idaho senator had some clear-cut ideas as to what can be done. "To develop our talent to the full" he would "shift the emphasis back to subject matter."

He urged teachers and administrators to "accent the academic side of school life" and to fight "the legacy of anti-intellectualism everywhere apparent."

He recognized that the government has a responsibility, too, declaring that "federal aid to education is badly needed, and needed now, by legislation that will assure continued local control of our schools."

He concluded with a formula for winning the cold war, as he thanked educators for their efforts "to keep intellectual freedom alive in America. It is on this ground alone that the cold war can be won," he said. "The right to change, to evolve, to grope for meaning, to question even the most fundamental assumptions must never be abandoned."

A patient audience listened to another member of Congress, Frances P. Bolton of Ohio, at the Tuesday general session. Some of Mrs. Bolton's comments had a familiar sound. She deplored the failure of schools to teach simple arithmetic, spelling, reading and writing, and also indicted education for failure to give the youth an understanding of himself.

FAMILIAR COMPLAINT AIRED

"It is being suggested by increasing numbers," she said, "that what we have been calling education is really a little more than instruction."

Advocates of larger federal grants to education found no comfort in her words: "Under no conditions should we permit ourselves to be stampeded into a massive program of federal aid to education lest we find our whole principle of a union of separate and responsible states betrayed."

There were those in the audience who disagreed, too, with this statement: "The teaching profession is failing in an effort to bring the standard of teaching onto a higher plane. Graduate training for teachers is placing all too much emphasis on method rather than upon context."

The convention's first general session heard James B. Conant, president-emeritus of Harvard University, advocate a general stiffening of the high school curriculum.

The four-day program followed the general pattern of the St. Louis convention. The third regional conference, in Cleveland March 29 to April 1, will consider the same topics but with a third lineup of program participants.

Interpretive summaries of both the San Francisco and Cleveland meetings will be featured in the May number of The NATION'S SCHOOLS.—A.H.R.

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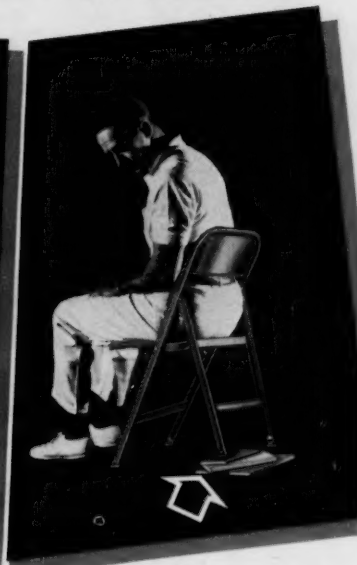
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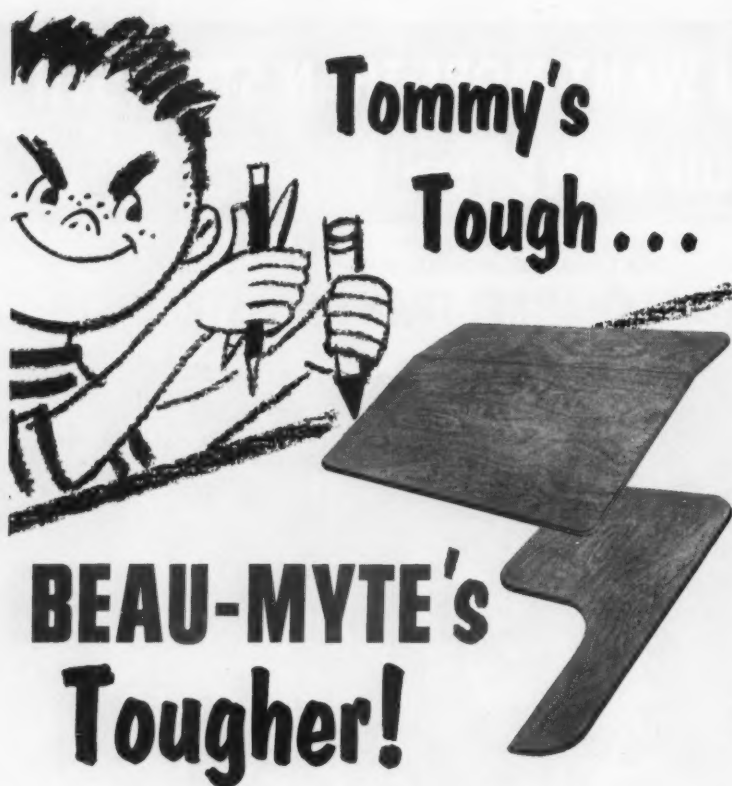
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Senate Committee Hears N.E.A. Plea for School Support

WASHINGTON, D.C.—Speaking in testimony before the U.S. Senate committee on labor and public welfare, William G. Carr, N.E.A. executive secretary, declared that a federal support program for education that could increase teacher salaries by \$500 for each of the next four years, build schools, and improve instructional materials should be enacted by the present Congress.

"The N.E.A. approves of the educational bills now before Congress," Dr. Carr commented, "but we do not think the Administration's bill or any of the others is adequate to strengthen our entire public education program."

The long-term N.E.A. education support program—now before both houses of Congress—calls for \$1 billion allotments by the federal government to states in 1958-59, increasing to \$4.5 billion in 1961-62. Under the N.E.A. plan, federal funds would be turned over to the states in equal proportion to the number of school-age children. The funds could be used for school construction, basic equipment, or supplementing teacher salaries.

A beginning federal allotment of at least \$25 per school-age child, rising to at least \$100 in four years, is favored by N.E.A.

Study Outlines Sources of Teacher Shortage Relief

URBANA, ILL.—Schools should experiment more with efficient, effective use of teaching and administrative staff, claims J. Lloyd Trump in a recent bulletin of the National Association of Secondary-School Principals.

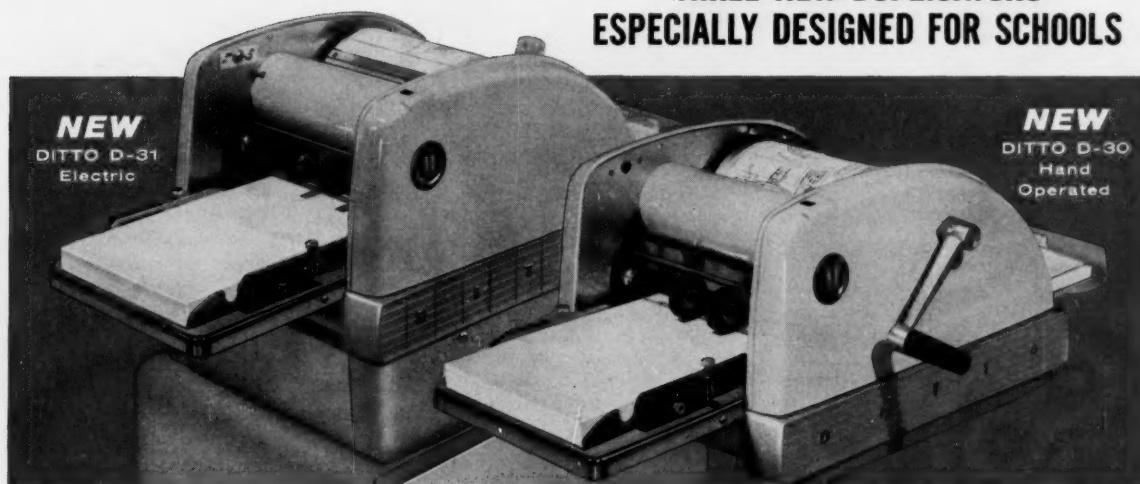
In "New Horizons in Staff Utilization," Dr. Trump, as head of a N.A.S.S.P. experimental study commission, outlines opportunities for experimentation that may lead to relief of the present teacher shortage. Detailed studies are made of closed-circuit TV at Evanston Township High School, Evanston, Ill.; school bus drivers as teacher assistants at Richwood, W. Va.; extra large classes at Newton, Mass.; electronic and mechanical teacher aids at Snyder, Tex., and noncertified laboratory assistants to extend the science program at Roseville, Minn.

Blue Island's Two-Two Plan Moves Forward, Not Backward

A transposition in figures in a picture caption in the March issue made for an error obvious to everyone except our proofreading department. Blue Island's two-two plan is expected to have six two-year feeder schools by 1964, not by 1946. Blue Island's is a go-ahead school operation and is not moving in reverse, as the legend indicated. Our apologies to Supt. Harold L. Richards of Community High School District 218, Blue Island, Ill., and to all our readers.

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Money Big Factor in Quality of Schools, A.P.S.S. Report Shows

NEW YORK.—“Does Money Make a Difference?” a report summarizing 50 years of research, points out that in cost-quality relationship, for schools, as for most other things, “you get more when you spend more.”

The report was written by Profs. William S. Vincent and John W. Polley and Dr. Orlando F. Furno of the department of educational administration of Teachers College. It has been made public by the Associated Public School Systems, a nationwide affiliate of the Institute of Administrative Research of Teachers College, Columbia University.

Studies quoted show that low-expenditure schools appear to have inferior plants, old, some fire-dangerous buildings, poorly trained teachers, poor teaching without supervision, inadequate supplies of books and other learning materials, poor records of student achievement, undirected play activities, no special programs, and little individual attention to children.

High-expenditure schools, on the other hand, show special concern for the basic skills, have small classes, give youngsters individual attention, have plenty of books and other supplies, adequate libraries, better administration, well qualified, resourceful teachers, better school plants, and other important extracurricular serv-

ices, including guidance and counseling. However, cost, admittedly a big factor in school quality, is not the only factor. A section of the report, entitled “money isn’t everything,” covers five other factors that usually enter into quality.

Patterns of Science Creativity Investigated by N.Y.U.

NEW YORK.—N.Y.U.’s division of general education has established a research program to investigate the patterns of creativity in the sciences, according to Paul A. McGhee, dean of the division.

Directed by Adjunct Prof. Myron A. Coler, the program will be concerned with recognition and encouragement of scientific talent.

Dean McGhee stated: “Creative talent is the single, most valuable resource of our country and its adequate conservation and cultivation is one of our most important educational responsibilities.”

A series of seminars is being held, and the findings will be published.

Evanston Teachers Get Salary Increases

EVANSTON, ILL.—Teachers here will get pay increases averaging \$755 under a new salary plan for 1958-59.

Salaries for beginners will be increased by \$300, while the maximum salaries for experienced teachers will advance more than \$1000.

Group Studies Educational Problems of Integration

ANN ARBOR, MICH.—A new handbook dealing with the “purely educational” problems that often follow school integration is being prepared by Phi Delta Kappa, professional education fraternity.

The handbook is being financed by a \$15,000 grant from the Fund for the Advancement of Education. It will be edited by Herbert Wey, dean of the graduate school at Appalachian State Teachers College, Boone, N.C.

Serving as a board of editors on the project will be Supt. Omer Carmichael of Louisville, Ky.; Supt. Philip J. Hickey of St. Louis; Supt. John H. Fischer of Baltimore; Raymond G. Wilson, executive secretary, Commission of Secondary Schools, Southern Association of Secondary Schools and Colleges, Atlanta, Ga.; Fred Z. Dunn, vice principal, Sherwood High School, Sandy Springs, Md.; Stanley Elam, editor of the *Phi Delta Kappan*, and Charles R. Foster, assistant dean of the University of Florida College of Education, who will be chairman of the group.

State School Finance Studied by American University

WASHINGTON, D.C.—A cooperative research study in the field of state school finance will be conducted by the department of education, American University, here.

President Hurst W. Anderson announced receipt by the university of a government contract to conduct the study.

An initial pilot study, “Fiscal Relationships of State Departments of Education,” will be financed by \$10,120 from the federal government.

Project director will be Samuel Engle Burr Jr., chairman of the American University’s department of education. Dr. Burr and his committee will create a suitable questionnaire to be used by states to reflect the effect that the amount and type of educational support have on the educational standards of the school system.

Dr. Anderson anticipates that a further grant of funds will be requested in September to apply the questionnaire to the departments of education of every state and territory.

New Series of Live Programs in Joint NBC-ETV Effort

ANN ARBOR, MICH.—Educational programs on jazz, foreign policy, and medical research will be presented in a new series through the joint efforts of the National Broadcasting Company and the Educational Television and Radio Center.

The programs will be scheduled for 13 weeks, beginning March 24. Past programs in art, classical music, and science received nationwide acclaim and won a Sylvania Television award.

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Four-Diploma Program Stiffens Graduation Requirements for All Students, Is "Tough" on College Prep Group

INDIANAPOLIS. — The considerable excitement and vigorous debate that followed the January announcement of plans by local high schools to award multiple diplomas has all but subsided. The final adoption of the plan by the board of school commissioners seems to amount to little more than a formality.

As announced by Herman L. Shibler, general superintendent of education, the project embraces four differentiated programs of study and a separate diploma for each: academic (college preparatory), fine and practical arts, vocational, and general. Each program was devised to prod students to apply themselves to the full extent of their abilities within the framework of their particular interests, abilities and ultimate objectives.

Dr. Shibler explained the educational philosophy behind the scheme as follows:

"The fact that the American public school must open its doors to all who apply for admission (if they are of the proper chronological age and of sufficient mental ability to profit by further instruction) does not mean that all students desire, or should pursue, the same program of studies. Abilities, aptitudes

and interests of students vary widely. Therefore, high school programs must be differentiated, and the awards given (in the form of a diploma) for completion of a specific program should designate the kind of program successfully completed. The differentiated diploma meets this requirement."

According to Indianapolis schoolmen, the four-diploma plan is flexible enough to permit a student to change from one type of program to another as late as the junior year. All courses will keep the student eligible for state college entrance, although those not enrolling for college preparatory work may find it necessary to take additional studies to meet the requirements of certain private schools.

Admittedly, where more than one type of diploma is made available, proper guidance is necessary to help steer the student into the program most desirable for him. Toward that end, counseling at Indianapolis would begin in the seventh grade, so that the course of study is well mapped by the time the pupil enters high school.

Some of the highlights of the four differential programs of study are as follows:

Elective courses are cut from the present 16 to no more than seven, and as few as two. While a certain number of subjects are considered necessary to help students determine which fields they might like to follow in college or in advanced training, the sharply drawn restrictions serve to eliminate the "cafeteria type of course selection," as Superintendent Shibler expresses it.

Subjects are tailored to fit the particular curriculum. For example, algebra and geometry are required of college preparatory students, while the others can meet standards by enrolling for commercial, applied or remedial arithmetic or general mathematics. Two years of foreign language are standard for the academic group, while all others are exempt.

All students are required to take a half-year each of government and economics, and a full year of physical education, health and safety. An extra year of English is required across the board, with content varying with the ultimate objective. Minimum mathematics and history requirements are doubled. Science requirements already have been doubled.

Except for the "general" group, a strong C+ average is required for graduation, indicating that, regardless of the nature of the program followed, each student is expected to do his best.

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Programs leading to the four differentiated diplomas are detailed as follows:

ACADEMIC PROGRAM		
Subject		Unit
English	.....	4
Mathematics	.....	2
Science	.....	2
History	.....	2
American Government	.....	1/2
Economics	.....	1/2
Foreign Language	.....	2
Phys. Ed., Health & Safety	.....	1
Electives	.....	4
Total	.....	18

The academic program is structured for those intending to go on to college. English consists of composition, grammar, literature. The mathematics requirement is algebra and geometry, as a minimum. Both American and world history are required. The two foreign language units must be in the same language.

FINE AND PRACTICAL ARTS		
Subject		Unit
English	.....	4
Mathematics	.....	2
Science	.....	2
History	.....	2
American Government	.....	1/2
Economics	.....	1/2
Phys. Ed., Health & Safety	.....	1
Special Areas	.....	3
Electives	.....	2
Total	.....	17

Mathematics requirements of the "arts" group may be selected from the following: arithmetic (commercial, applied and remedial), general mathematics, algebra, geometry and senior mathematics. Both American and world history are required. "Special areas" are homemaking, fine arts, industrial arts, business education.

VOCATIONAL PROGRAM		
Subject		Unit
English	.....	3
Mathematics	.....	2
Science	.....	2
American History	.....	1
American Government	.....	1/2
Economics	.....	1/2
Phys. Ed., Health & Safety	.....	1
Electives	.....	7
Total	.....	17

The vocational diploma is awarded to graduates of high schools offering a strictly vocational program.

GENERAL PROGRAM		
Subject		Unit
English, Including Business English	.....	3
Mathematics	.....	1
Science	.....	2
American History	.....	1
American Government	.....	1/2
Economics	.....	1/2
Phys. Ed., Health & Safety	.....	1
Electives	.....	7
Total	.....	16

Those taking this general course meet approximately state requirements, and in addition complete two science units.

Schools Do Enough Now, Can't Teach Sociability

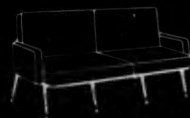
CHICAGO.—Schools are kept busy enough teaching things that families, communities and play groups cannot teach a child without having these groups shove their functions off on the schools.

So believes Robert C. Angell, University of Michigan professor of sociology and director of the honors program for exceptional arts and science students at the university.

"Each institution should be assigned a set of tasks it can effectively perform," he told the National Society for College Teachers of Education last month. "Not even the schools have the whole job of teaching children. A much sounder approach is to assume that life is the great teacher and that the school's is a specialized job—that of transmitting the knowledge most difficult to assimilate."

Misplaced activities, Dr. Angell thinks, are driver education, personal hygiene, and character building. If other institutions fail to carry out their functions "then society should devote its energies to improving the functioning of those institutions" rather than assigning the job elsewhere, he stated.

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"Panel on Wheels" Feature of S.A.S.B.O. Annual Conference

MIAMI, FLA. — Two departures from previous programs will mark the seventh annual conference of the Southeastern Association of School Business Officials, meeting here April 9 through 12.

On Friday afternoon the usual group discussions will be replaced by tours to selected departments of the Dade County school system. Instead of tour guides, members of the several departments will serve as panel leaders.

Another innovation will be a Thursday evening boat cruise around Miami Harbor, in lieu of the usual banquet.

Three regular panel discussions are scheduled for Thursday afternoon, dealing with purchasing and warehousing, maintenance and operation, accounting and finance. Round tables on Friday evening will cover the following eight areas of school business management: accounting and finance, cafeteria management, school planning, transportation, purchasing and warehousing, maintenance and operation, general business management problems, and planning of the 1959 convention.

Friday forenoon will be devoted to a consideration of the "newest and latest approach to schoolhouse planning, designing and construction," a program presented by the educational consulting firm of Engelhardt, Engelhardt, Leggett and Cornell, New York City.

According to Paul L. Franklin, S.A.S.B.O. secretary-treasurer, other speakers will include: Ralph A. Fossey, chairman of the metropolitan government of Dade County, Miami; Joe Hall, superintendent of the board of public instruction of the county, and R. L. Johns, head of administration and field service of the University of Florida.

At the annual business meeting on Saturday, President Roy C. Taylor, business manager of Greenville (S.C.) County Schools, will preside.

More Science, Less Love, Says Admiral Rickover

WASHINGTON, D.C.—American teenagers should be taught "more science and less love" in high schools, said Rear Adm. Hyman G. Rickover.

He cited an Elgin, Ill., high school which offers a subject called "How You Know When You Are Really in Love," that is a part of a course titled "Love and Marriage."

"There are more appropriate and effective ways to learn this than in the schoolroom," said Admiral Rickover. He told a House of Representatives subcommittee that if necessary money should be diverted from defense into education. He testified that, in his opinion, education is more important "than the army, the navy, the air force or atomic energy." He suggested doubling teachers' present salaries.



YESTERDAY



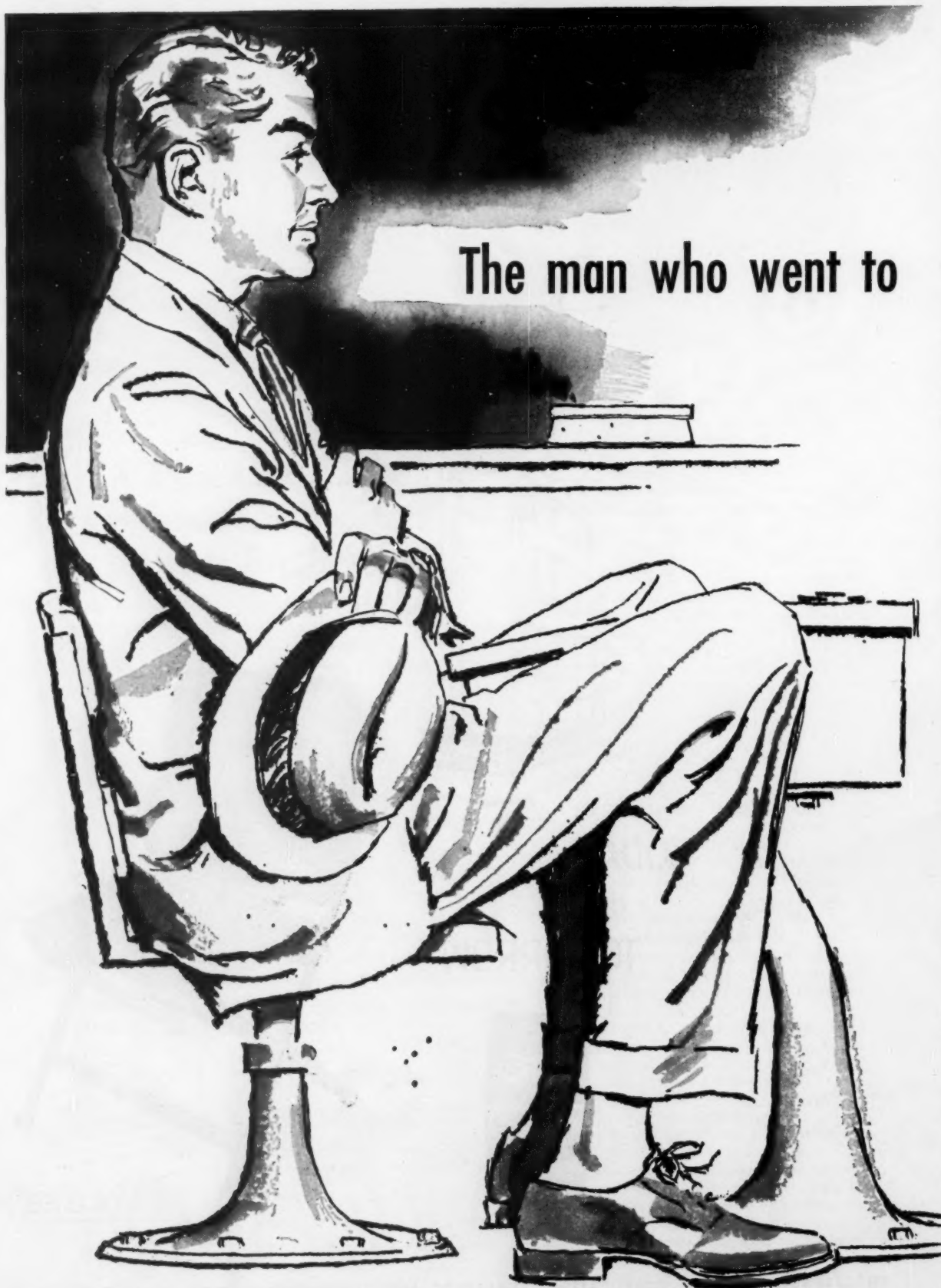
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Vol. 61, No. 4, April 1958

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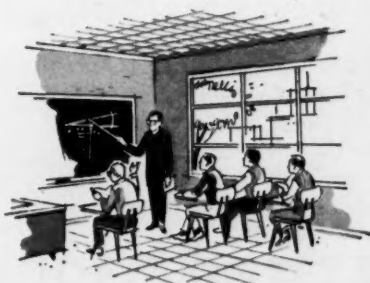
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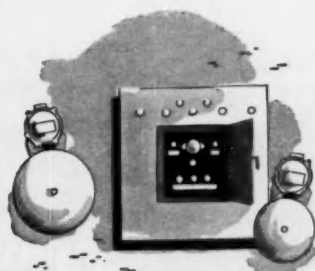


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Turn Spotlight on Curriculum at School Boards Convention

MIAMI, FLA.—Six weeks before the 18th annual convention of the National School Boards Association, advance registration had surpassed last year's attendance of 2021 by 995, forecasting a 1958 attendance of some 3500. The three-day assembly, which meets here at the Fontainebleau and Eden Roc hotels on April 17 to 19, will have as its theme: School Boards and the Curriculum.

Comprising the program will be four general sessions, two business meetings of the delegate assembly, 11 concurrent discussion meetings, and another seven

discussion periods formed on the basis of types of boards. The final general session will deal with the future rôle of the U.S. Office of Education in American education, with the presentation made by Taylor T. Hicks, immediate past president of N.S.B.A., Prescott, Ariz., assisted by five panel members.

Other speakers and their subjects: Lawrence G. Derthick, U.S. commissioner of education, "Philosophy and Goals as the Basis of Curriculum Construction"; Fred W. Heinold, president of the Ohio association, "A Board Member Views the Curriculum of the American Public School"; Florida's governor, LeRoy Col-

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American Parents in Europe Have Own P.T.A. Congress

CHICAGO.—A European Congress of American Parents and Teachers has been organized to "provide many of the community functions normally afforded by local governmental agencies in the U.S.," Mrs. Rollin Brown of Los Angeles, president of the National Congress of Parents and Teachers, announced here March 4. This makes the European P.T.A. the fifty-second branch of the National Congress.

The new branch is composed of 41 units representing schools for American dependents in Germany, France, Italy, England, French Morocco, and Turkey. These schools provide education for 60,000 children of U.S. Armed Forces personnel in the six countries, as well as children of civilians living on military bases in the area.

Officers of the European Congress are: Col. John J. Livingston, Headquarters, V Corps, Frankfurt, president; Maj. Gerard J. Claing, U.S. Army Special Service Depot, first vice president; Lt. Col. George T. Mehalko, Headquarters, Allied Forces, Southern Europe, second vice president; Maj. Howard J. Funston, 11th Field Hospital, Augsburg, third vice president; Mrs. Dorothy Hamilton, Stuttgart American Elementary School, secretary; Delia Alpert, Boeblingen American Elementary School, treasurer, and Fred L. Miller of the army dependents' education group, coordinator for P.T.A. activities.

Local units of the European group had voted in October 1957 to petition for membership in the National Congress, Mrs. Brown said.

Recruit More Teachers With Tough Requirements

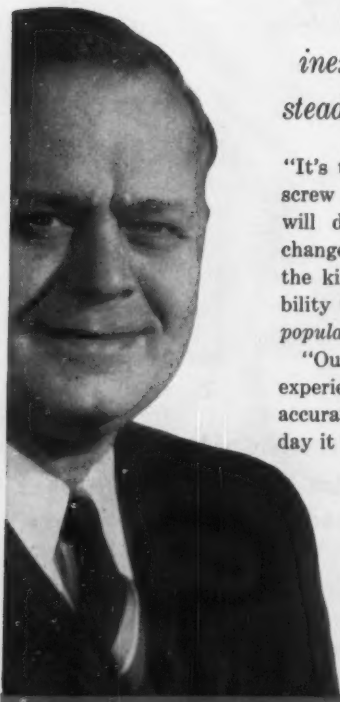
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Dr. Stinnett also asserted that in many states a person can still qualify for teaching elementary school after only two years of college by passing an examination.

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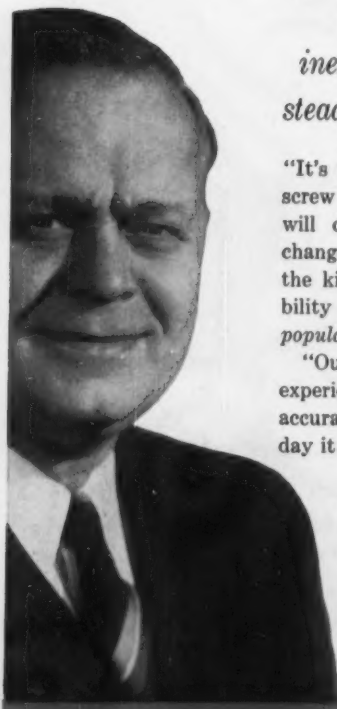
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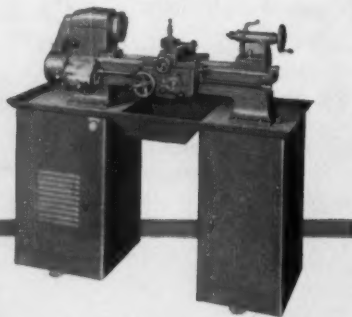
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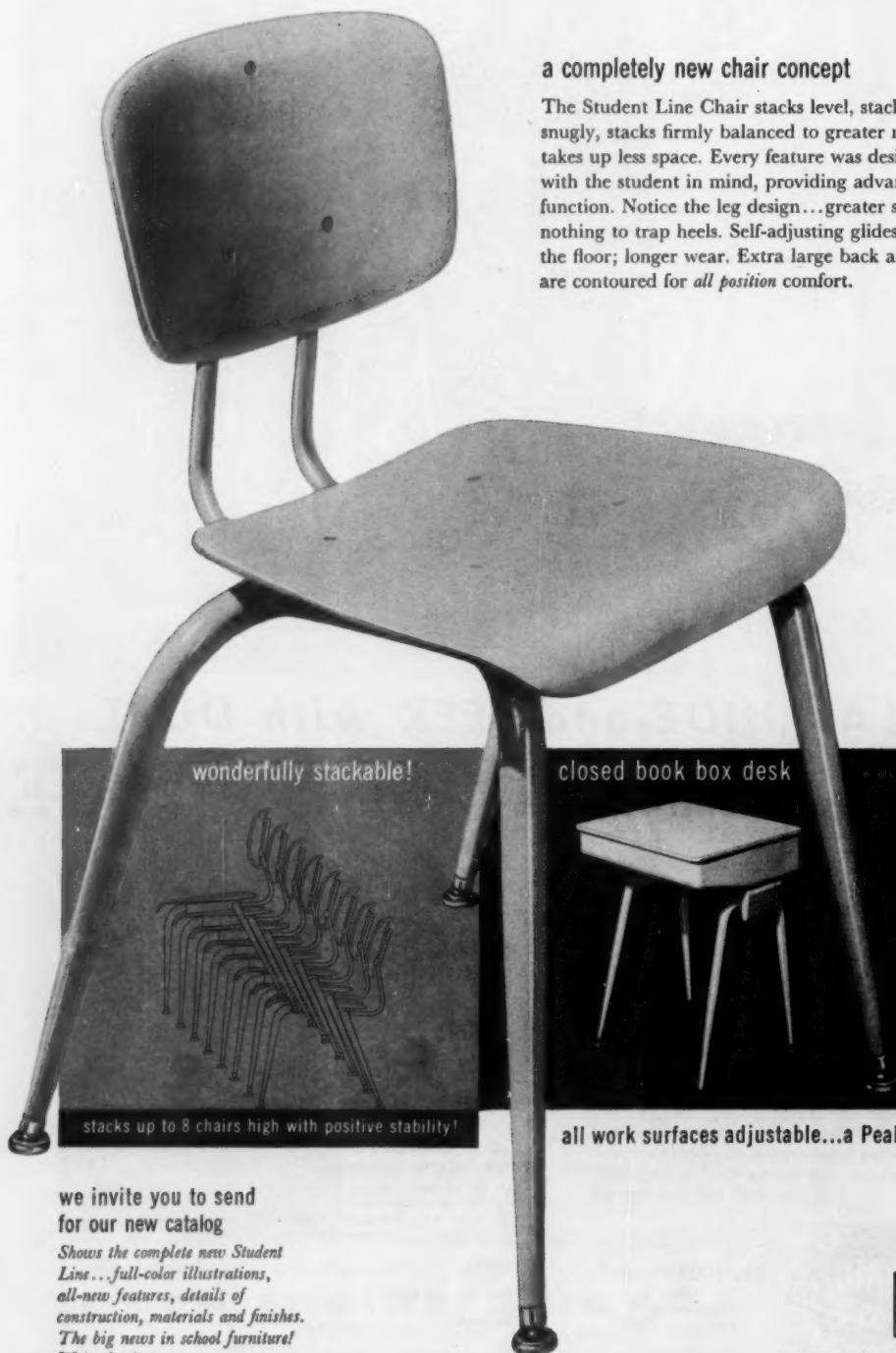


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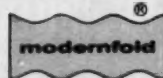
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for comfort, adjustability and rugged service



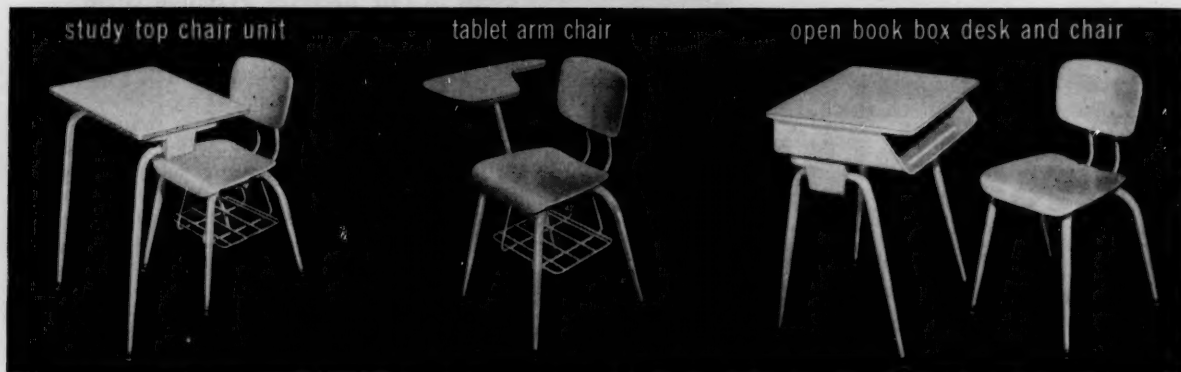
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Statistics Show Drop in Classroom Shortage

WASHINGTON, D.C.—Reports from state departments of education to the U.S. Office of Education indicate a 12 per cent drop in the estimated shortage of public school classrooms. They also show a slight reduction in the pupil-teacher ratio and in the proportion of teachers not holding regular teaching certificates.

Number of classrooms needed in the fall of 1956 was 159,000, while in 1957 it had dropped to 140,400. Number of pupils in excess of normal classroom capacity dropped during this same period from 2,295,000 to 1,937,000.

Reductions of the number of pupils in excess of classroom capacity were reported by 25 states. About 75 per cent of this reduction was accounted for by Arkansas, California, Connecticut, Georgia, Minnesota and South Carolina.

The school housing situation improved in 24 states and became worse in 17. Nearly 14,300 classrooms were abandoned during 1956-57, while 68,600 were built, a net increase in capacity for 1,155,300 pupils.

Substandard certificates were held by 91,200 full-time teachers—an increase of 1800 or 2 per cent over the previous year. Proportionately, however, these

emergency teachers constituted 7.3 per cent of the teaching staff as compared to 7.5 per cent the previous year.

Totals in the report are for the continental United States. The District of Columbia and 47 states reported. Totals actually reported for each item were projected to cover the states which did not report on that particular item.

Chicago Gets Grant for Center of Continuing Education

CHICAGO.—The University of Chicago has received a grant of \$2,856,000 from the Kellogg Foundation to establish a Center for Continuing Education. Of this sum \$2½ million has been allocated for construction of a building, cost of which is estimated at \$3½ million, on condition that the university put up the balance within a year.

Basic purpose of the center is to provide facilities for conferences where ideas and specialized knowledge can be exchanged and the knowledge translated into programs for large numbers of people.

82 per Cent Salary Rise for Idaho Educators in Decade

BOISE, IDAHO.—Teachers' salaries in all Idaho school districts have risen 82 per cent in the last decade, according to Alton B. Jones, state superintendent.

School administrators have an average salary of \$5538 for 1957-58, a rise of \$484 from last year. Administrator salaries in Idaho range from \$3150 to \$12,500.

The average salaries for teachers in the state are: elementary, \$3777; junior high, \$4054; senior high, \$4394.

Yale Receives \$120,000 Grant for Teacher Education

NEW HAVEN, CONN.—A grant of \$120,000 has been received by Yale University from the Carnegie Corporation to support a new program in recruitment and training of teaching candidates. President Whitney Griswold believes there is an abundance of undergraduate talent at Yale potentially available to the teaching profession. He states: "I am convinced that a major factor in the loss of this talent is lack of encouragement for students."

International Education Association to Confer

WASHINGTON, D.C.—"Horizons Today and Tomorrow" is the theme of the 1958 study conference of the Association for Childhood Education International to be held in Atlantic City, N.J., early in April.

Fifty-one study groups will deal with human development, creativity and skills. Teachers, school administrators, parents and others concerned with children 2 to 12 years old are invited to participate.

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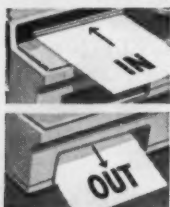
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Who Asks the Questions? Teachers or students? Dean Stephen M. Corey of Teachers College, Columbia University, reports that of 39,000 oral questions asked in six classes in an American high school in one year, researchers tallied 35,000 questions coming from the six teachers and only 4000 from the 140 students. At a conference in Newark, N.J., Dean Corey also complained that our youngsters vacillate a long time before making final decisions. "In America, every citizen needs practice in making decisions," he said. "Future citizens in schools should get this practice and should experience the consequences of their choices."

Kids Must Have Chores. The importance of giving youngsters household chores to develop self-reliant, cooperative future citizens was emphasized by Edward H. Stullken, principal of Chicago's Montefiore School for truant and misbehaving youngsters. Speaking before a local club, he said that the American home must be strengthened as the threshold of our American system of government.

"Shipping" the Sacred Cows. Shortly after the Russian sputnik orbited into space, a general cry rose from critics of American education that our public education has failed. In a *Newsletter* editorial, Cecil D. Hardesty, superintendent of San Diego County schools, took up the cudgels for education, the "scapegoat for all the ills of Twentieth Century America." Dr. Hardesty said that, contrary to popular opinion, American schools today are doing a better job with fundamentals than ever before. However, he advocated that this may be the best time for an honest evaluation of what the public schools had done and what they need to accomplish. "Perhaps there are some sacred cows both within and without the curricular stable that should be 'shipped,'" he concluded.

Profit From Russia. More reward for greater merit seems to be a Russian rule of thumb. This is borne out by the fact that, according to the U.S. Chamber of Commerce, Soviet teachers, scientists, intellectuals, industrialists—in other words, the talented and creative persons—receive rich economic rewards. Capitalist America, says the chamber, may learn from Communist Russia, ironically, a valuable thing about the "profit motive" after all.

Fail Pupils, Improve Education. More school children should be given failing marks to improve the level of education, said Barnaby C. Keeney, president of Brown University. "This cannot be done as long as the silly child development theory continues to force the schools to behave as if admission of failure were worse for the child than pretense of success."

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How to Provide for Talented High School Students Is Theme of National and Regional Conferences

WASHINGTON, D.C.—Talented students should get their schooling in special classes in today's comprehensive high school, it was agreed at an invitational conference on identification and education of academically talented high school students held here early in February by the National Education Association. James B. Conant, former president of Harvard, was chairman.

Educators met for two days in small discussion groups. A spokesman then presented conclusions to the conference.

Identification. The gifted should be identified by their eighth year in school, the group that charted methods of identifying talented youth agreed. Early test scores and school marks are the clues.

Guidance. The guidance group recommended more counseling, particularly for pupils near the eighth grade level, and an increased staff to reduce the counselor-student ratio. Parents, too, sometimes need counseling, it was said. Though people seem ready to help out the handicapped child with special facil-

ities, they are willing to let the superior child shift for himself.

Programs. Tailor-made courses for talented students were recommended by another group. By giving diagnostic tests at the beginning of the semester, no student time will be wasted on areas already mastered either through previous instruction or outside reading.

Most of the conferees favored an advanced placement plan. A student who graduates from high school with extra credits in college level courses would enter college with advanced standing or credit toward a degree.

Summer school courses, instead of being reserved for those who fail, should present special offerings for the talented.

Specific Course Requirements. For talented high school students, the following specific course requirements were urged by the groups:

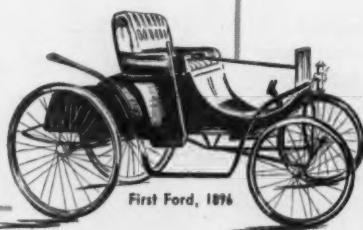
1. Four years of regular English, emphasizing reading, writing and literature. Dramatics, debate and journalism should be electives.
2. At least three years of mathematics. (Calculus should be taught in Grade 12; algebra in Grade 8.)
3. At least three years of science. (Minimum should be general science, biology and the physical sciences.) In the long run, two or three sequences in physics, chemistry and biology should be developed for the ablest students.
4. Four-year sequence in one language. (Two-year sequences in each of two languages were blasted. Language teaching should be begun in the grades.)
5. At least three years in the social studies.

Teachers. Teachers who will teach the academically talented should have a small class load, it was urged. They should have good minds, broad intellectual curiosity, creativeness, energy, enthusiasm, emotional maturity, a deep interest in students, and a sense of humor. They should be liberally educated and have more than a basic knowledge of the field they teach. They should be encouraged to continue with their education. Language teachers should speak the language "like a native" and preferably should have lived abroad or at least have visited there.

Small Schools. Recognition of problems does not ensure their solution, conferees agreed. Particularly cited was the problem of the small high school which cannot use ability grouping and which does not have the material to enrich its curriculum. It was suggested that gifted pupils in these areas be brought into contact with individuals and situations in the community from which they could learn profitably whether or not these take place within the framework of the school program.

Follow-Up Conferences. Several regional follow-up conferences on the gifted child have been held or will be held.

When Henry Ford made his first automobile, HERRICK refrigerators were well on the road to becoming a leader in the food preservation field.



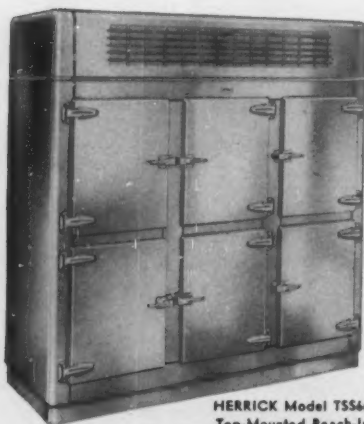
First Ford, 1896

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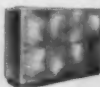
HERRICK Model TSS66
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*Also available with white enamel finish

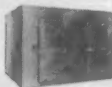
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face the afternoon sun. Cold, cheerless rooms are made brighter and more inviting. Small, stuffy rooms are made to seem spacious and airy.

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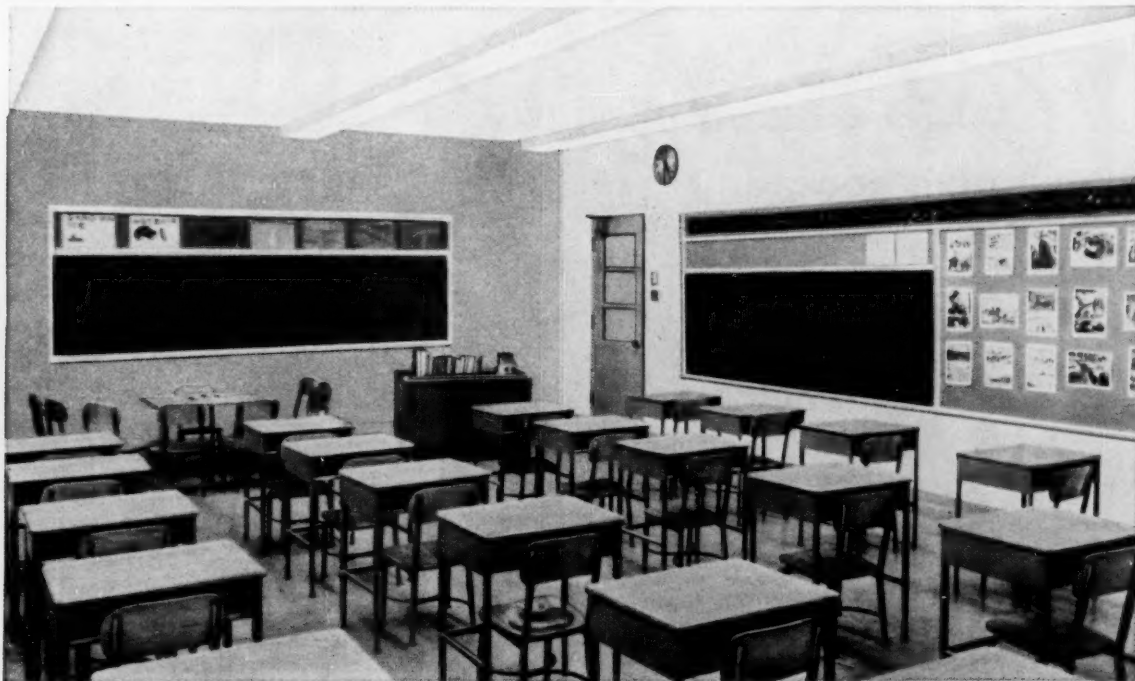


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"Team-Teaching" Plan Advocated for Grades

EAST LANSING, MICH.—A new "team-teaching" plan was suggested by George D. Stoddard, dean of New York University's school of education, at a recent symposium at Michigan State University.

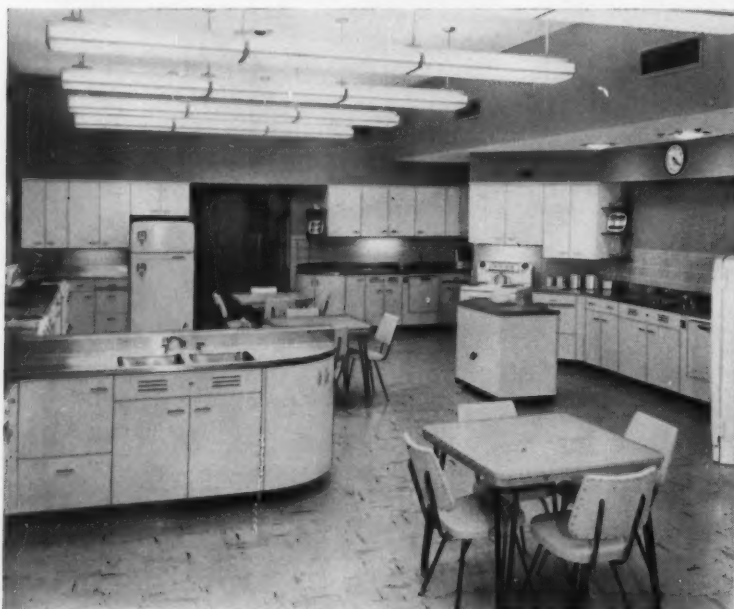
"The pupils in Grades 1 through 4 will remain with their respective home-room teachers for the half day devoted to reading, writing, speech and the social studies," he explained. "The rest of the day will be under special teachers in mathematics, science, music, arts and crafts, recreation and health—enabling these teachers to work as a team respon-

sible for instruction up through the grades." Pupils could be grouped according to needs rather than age, he said.

He believes that this new plan will cause an end to the old struggle to find grade teachers who are competent in all specialized fields of education and able to give the child a good grounding in general elementary essentials as well.

"It presents a means of progress for pupils of special talent," Dr. Stoddard says, "without doing violence to the concept of general maturation." He believes that his plan "involves a fundamental shift in our attitudes toward child development and behavior."

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Volunteer Part-Timers Begin Teaching at Bridgeport

BRIDGEPORT, CONN.—The University of Bridgeport has selected 19 volunteers from more than a hundred applicants to do part-time teaching on a college level. They began teaching February 5.

The persons selected have college training and professional experience in the fields they are teaching in and took part in a one-semester orientation program. The orientation semester consisted of lectures and demonstrations prepared by a faculty committee and by senior faculty members from Yale, New York, and Rutgers universities.

They watched demonstrations of teaching techniques, and methods and philosophies of education presented in condensed form.

Some of the prospective teachers say they would like to teach full time if their teaching proves to be satisfactory. Their age range is from 26 to 51.

University of Bridgeport authorities decided that most communities have untapped resources of qualified individuals unable to devote all their time to teaching, and so made this experiment, according to D. B. Gowin, assistant professor of education and director of the study.

Schedule Special Classes for Chicago's Gifted

CHICAGO.—Chicago public schools will begin a special plan for educating the 100 brightest students in each high school this fall, announced Supt. Benjamin C. Willis at a board of education meeting here.

The 25 brightest students in each high school class will be singled out for the new program. They will spend a good deal of their time in class together but some leeway will be allowed for taking elective subjects.

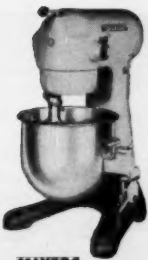
Dr. Willis said that the new plan is an indication of the determination that the best students should not be lost among the average as the high school population zooms. Chicago's high school enrollment is growing by about 5000 a year, he noted.

Old-Fashioned Punishment Resumed to Combat Rowdies

KANSAS CITY, MO.—Hoodlums and discipline offenders at Northeast High School here will be "kept after school," a return to an old-fashioned punishment in an effort to stamp out teen-age rowdism.

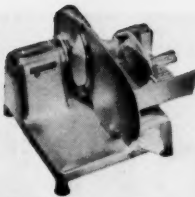
Principal M. Wayne McKenna of the school, who has initiated the return, said: "It's time for an about-face in discipline." He decreed a schedule for the eighth hour punishment classes: Getting sent to the office draws one period. Misconduct in class draws five. Misbehaving in eighth hour class draws five more periods. Cutting eighth hour classes means automatic suspension.

For Today's Food Serving Needs




MIXERS

Outstanding in performance and appearance. Positive gear drive, swivel mounted saddle bowl. 20, 30, and 60 qt. sizes.




NEW TOLEDO "10" SLICER

Extra compact, efficient, convenient. Easy to use, easy to clean. Parts tilt away, or are quickly removable.



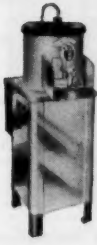
DOOR-TYPE DISHWASHERS

Efficient three-way door. Choice of timed automatic or push-button controls. Fast, thorough, dependable.



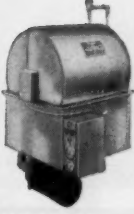
DISPOSERS

Shred all food waste and flush them down drain. Truly sanitary, efficient. 1/2 and 1 1/2 HP sizes for dish-scrapping. 3 and 5 HP for food preparation areas.



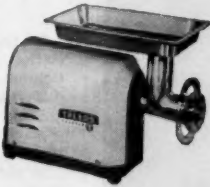
PEELERS

Sharp abrasive on both disc and cylinder for complete peeling with minimum waste. Full choice of sizes from 15 lb. (Portable Bench Type) to 70 lb. capacity.



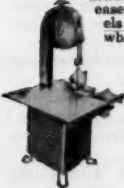
COUNTER DISHWASHERS

Compact, fit in minimum space. Automatic through entire wash, drip-down and rinse cycle. (Model CA-20). Also push-button operated models.



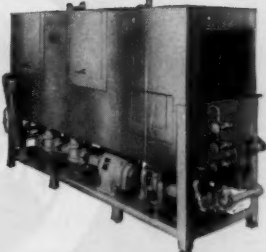
CHOPPERS

Choice of 1/3 HP to 7 1/2 HP and up to 25 HP models. Trouble-free, smartly modern in appearance. Easy to clean and keep sparkling clean.



HI-SPEED SAWS

Have extra large working area, big capacity to speed production. Clean operation, maximum cleaning ease. Choice of models with 16" or 12" wheels.



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ment you need for speedy, dependable performance and all-important ease of cleaning.

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COMING EVENTS

MARCH

27-29. National Science Teachers Association, N.E.A., 6th national convention, Denver.

29-April 1. American Association of School Administrators, regional convention, Cleveland.

29-April 1. American Educational Research Association, regional meeting, Cleveland.

30-April 3. American Association for Health, Physical Education and Recreation, N.E.A., in cooperation with A.A.H.P.E.R. Central District, 60th annual convention, Kansas City, Mo.

31-April 3. American Personnel and Guidance Association, annual convention, St. Louis.

APRIL

6-11. Association for Childhood Education International, Atlantic City, N.J.

6-12. International Council for Exceptional Children, N.E.A., international convention, Kansas City, Mo.

8-11. 55th annual meeting, National Catholic Educational Association, Philadelphia.

9-12. National Council of Mathematics Teachers, N.E.A., 36th annual meeting, Cleveland.

9-12. Southeastern Association of School Business Officials, Miami, Fla.

17-19. National School Boards Association, Inc., 18th annual convention, Miami Beach, Fla.

21-25. Department of Audio-Visual Instruction, N.E.A., annual national convention, Minneapolis.

MAY

9, 10. International Reading Association, 3d annual conference, Milwaukee.

18-21. National Congress of Parents and Teachers, annual convention, Omaha, Neb.

JUNE

25, 26. National Science Teachers Association, N.E.A., annual summer meeting, Columbus, Ohio.

29-July 4. National Education Association, annual convention, Cleveland.

30. United Business Education Association, N.E.A., annual meeting, in conjunction with N.E.A. annual convention, Cleveland.

30. Department of Rural Education, N.E.A., summer meeting, Cleveland.

JULY

6-10. National School Public Relations Association, N.E.A., 5th annual public relations seminar, Detroit.

7. National School Public Relations Association, N.E.A., annual meeting, Detroit.

26-29. National Audio-Visual Convention, Chicago.

AUGUST

18-20. National Council of Mathematics Teachers, N.E.A., 18th annual summer meeting, Greeley, Colo.

SEPTEMBER

23-27. National Council for Schoolhouse Construction, annual meeting, Seattle.

OCTOBER

5-9. Association of School Business Officials of the United States and Canada, 44th annual convention, New York.

10, 11. Department of Rural Education, N.E.A., Minneapolis.



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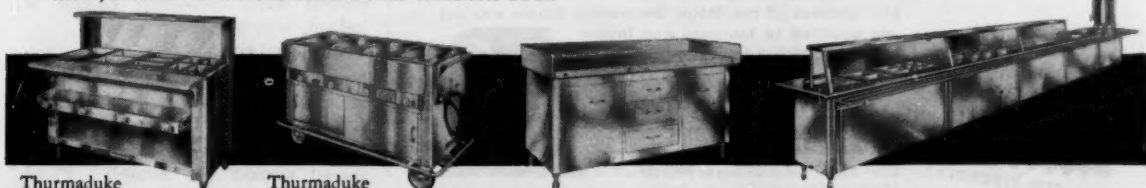
"Take my word for it that Duke food service equipment, such as the famous Thurmaduke Waterless Food

Warmers, Portable Food Warmers, Cafeteria Counters and Service Tables, originally designed by us, is unchallenged for quality features. With our expanded facilities, we can now give you better service than ever before. I guarantee to continue our leadership by constantly improving our products and maintaining our high standards of quality, while serving you more efficiently."

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Oklahoma Education Department Consolidates Two Divisions

OKLAHOMA CITY, OKLA.—The state department of education here has established a new agency, the division of school plant services, announces Oliver Hodge, state superintendent. The new agency merges and supersedes the schoolhouse planning division and the division of surveys and federal aid.

Director of the division will be Phil Gruber, who has been director of the schoolhouse planning division for the last 11 years.

ABOUT PEOPLE

CHANGES IN SUPERINTENDENCIES

F. P. Thompson, assistant superintendent of Laurens District No. 55, to superintendent at Laurens, S.C., succeeding C. K. Wright, who is retiring.

A. J. Halbrook, superintendent at Kildare, Tex., to superintendent of the Linden-Kildare Consolidated District, Linden Tex., succeeding George Hilton, who has resigned.

Fred Miller from Abernathy, Tex., to Sweeny, Tex.

John M. Urban, supervising principal of Summerhill Township Schools, South Fork, Pa., to supervising principal of the new South Fork-Croyle-Summerhill Joint School District.

Elwood Riley, district manager for National Educators Life and Automobile Insurance Company, to superintendent at Shattuck, Okla. He had previously been superintendent at Gotebo, Okla.

Bill Shipley from Childers, Okla., to Alluwe, Okla., succeeding E. B. Wilson, who will go to Keifer, Okla.

Paul W. Hydell, principal of Worthington School, Chillicothe, Ohio, to assistant superintendent of public schools there.

Arthur Tolley, principal of Trenton High School, Trenton, Ohio, to acting superintendent there, succeeding Robert Wearly, who has been appointed business manager of the school district at Middletown, Ohio.

Philip J. Weaver, assistant superintendent at Greensboro, N.C., to superintendent there, succeeding Ben L. Smith, who is retiring after 22 years.

Leo C. Donahue, assistant superintendent at Somerville, Mass., to superintendent there, succeeding Everett W. Ireland, who is retiring.

Walter C. Hohmann, principal of Bastrop High School, Bastrop, La., to superintendent for Morehouse Parish, Bastrop, La., succeeding S. G. Lucky.

F. Lynden Couvillion, supervisor of special services for Avoyelles Parish, (Continued on Page 138)

NEW SICO SERIES "S" PORTABLE TABLES COST 20% LESS

yet have every famous Sico feature



20% price reduction—but not one Sico feature missing! Development of a *new, hi-strength* top core and bench facing that cost less to produce but still meet the rigid specifications of Sico quality were the only changes—*save you up to 20%*. Tops of tough melamine plastic. All benches can be easily and quickly removed. Now, multi-use-of-space through the Sico System becomes an *even more* practical solution for the crowded school on a limited budget.

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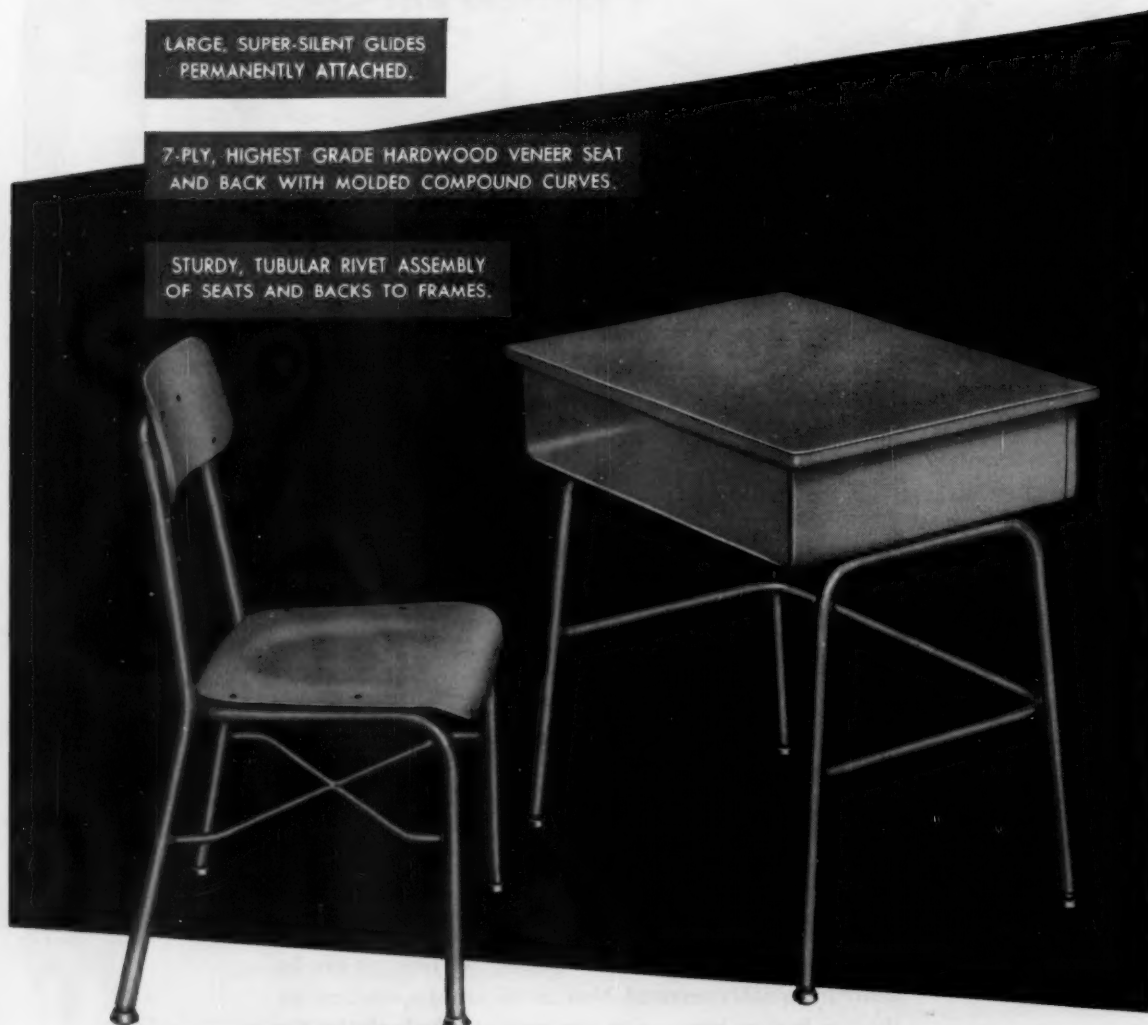
SPLAYED BACK, "WALL-SAVER"
LEGS AND PROTECTED BACK.

MOLDED DENSA-CORE SELF-EDGING, PLASTIC TOP
WITH LAMINATED MELAMINE SURFACE.

LARGE, SUPER-SILENT GLIDES
PERMANENTLY ATTACHED.

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(Continued From Page 134)

Marksville, La., to superintendent there, filling the unexpired term of L. A. Cayer, 57, who died.

E. M. Chestnut, principal for Beloit High School, Beloit, Kan., to superintendent there, succeeding John S. Morrell, who is retiring after 28 years.

Joe McFarland, head coach at Turon, Kan., to superintendent there.

Joseph Gray from Jetmore, Kan., to Plainville, Kan., succeeding C. D. Dean.

Julius Gholson, principal of Margaret McEvoy High School for Girls, Macon, Ga., to assistant superintendent for Bibb County, Macon, Ga., succeeding W. Howard Bridges, who is resigning.

Thomas N. Farney, principal of the elementary school district at Oceano, Calif., to superintendent for San Juan Union Elementary District, San Juan Bautista, Calif., succeeding Henry Stephens, who is resigning.

Daniel L. Pilkinton, former superintendent at Lewisville, Ark., to superintendent at Arkadelphia, Ark., succeeding L. M. Goza, who is retiring.

W. C. Anderson, principal of Sam Houston Elementary School, Maryville, Tenn., to superintendent there, succeeding C. D. Curtis, who is retiring.

Thomas J. Quick, former head of the Marion Local School District, Columbus, Ohio, to assistant superintendent for Franklin County, Columbus, Ohio.

J. E. Pitcher to superintendent for Webster Parish, Minden, La.

O. E. Lester, superintendent at Huxley, Iowa, to the new Ballard Community schools (towns of Huxley, Slater, Cambridge and Kelley), Huxley, Iowa.

Richard L. Foster, assistant superintendent of schools in charge of educational services, Marin County, San Rafael, Calif., to county superintendent there, succeeding Wallace Hall, recently appointed associate state superintendent.

Homer S. Nightingale, assistant superintendent for Washington Township, Toledo, Ohio, to superintendent there, succeeding Earl B. Driver, who is retiring.

Lee Grimsley, former executive head of Farmington schools, Trumbull County, Warren, Ohio, to superintendent for Portage County, Ravenna, Ohio.

Frances Calderwood, elementary school supervisor for Shelby County, Sidney, Ohio, to superintendent there, succeeding Charles E. McCorkle, who is resigning.

Collins Stackhouse, superintendent of Columbus Grove schools, Columbus Grove, Ohio, to superintendent for Putnam County, Ottawa, Ohio, succeeding the late Ralph M. McKibben.

Bernice Ritchie to superintendent for Gladwin County, Gladwin, Mich.

Philip J. Proud, education consultant for the Michigan, Department of Public

(Continued on Page 142)

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...YOUR * "PRANG-MAN"

He is your School Supply Salesman who regularly stocks and sells the nation's best school art materials.

Both counselor and technician... he shares unreservedly all the new ideas and latest information involved from his many field contacts.

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► **REACH-IN REFRIGERATORS**

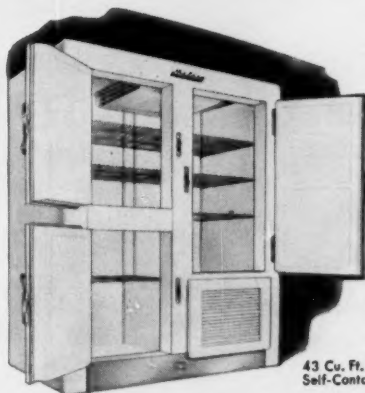
For Remote Installations—Hinged doors, triple-thermopane or solid in full length and sectional arrangements. Capacities 53, 82, 109 cu. ft. Models with sliding triple thermopane sectional doors in capacities of 53, 82 cu. ft.

Self-Contained Models—Hinged doors, triple-thermopane or solid in full length and sectional arrangements. Capacities of 20, 30, 43, 73 cu. ft.



► **PASS-THRU REFRIGERATORS**

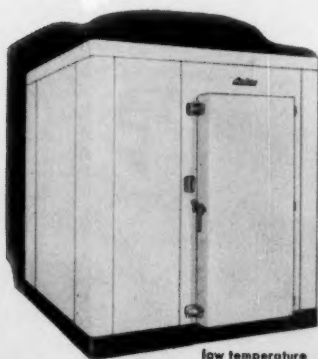
Full length or sectional door arrangements in triple-thermopane or solid. Capacities of 53, 82 cu. ft.



► **REACH-IN FREEZERS**

For Remote Installations—Solid full length or sectional doors. Capacities of 53, 82 cu. ft.

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This rising curtain stops classroom drafts

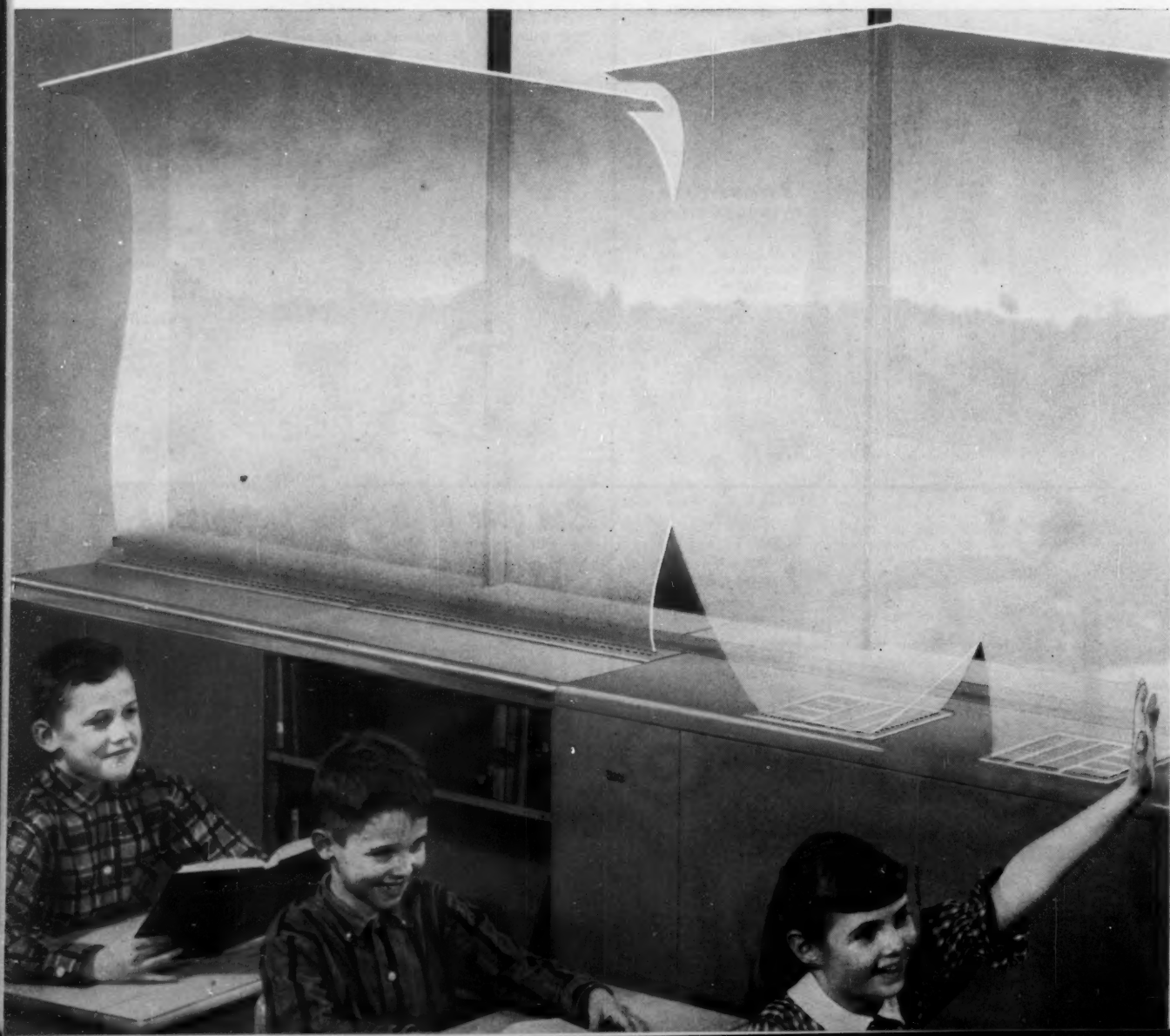
Trane Unit Ventilator with Kinetic Draft Barrier gives every pupil an ideal climate for learning

Modern schools with large window areas face a special heating-ventilating problem: pupils seated near the window are chilled by icy window drafts; and, *at the very same time*, others seated in the corners of the room may complain of stuffy, overheated air!

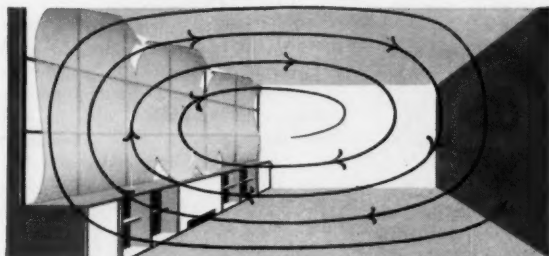
But now, with the exclusive TRANE Unit Ventilator System, drafts are stopped before they start—right at the window—by a continuously rising curtain of warmed and tempered air. Only TRANE Unit Ventilators provide this *Kinetic Draft Barrier*! And

this exclusive TRANE feature gently blends and distributes tempered air into every corner of the classroom. Result: true, room-wide, powered ventilation that eliminates hot spots, cold spots, sleepy corners. Every pupil in the room has a fresh air seat . . . an ideal climate for learning!

Ask your architect, consulting engineer or contractor how the TRANE Unit Ventilator with exclusive *Kinetic Draft Barrier* can create an ideal climate for learning in your school. Or write directly to TRANE, La Crosse, Wisconsin.



of tempered air before they start!



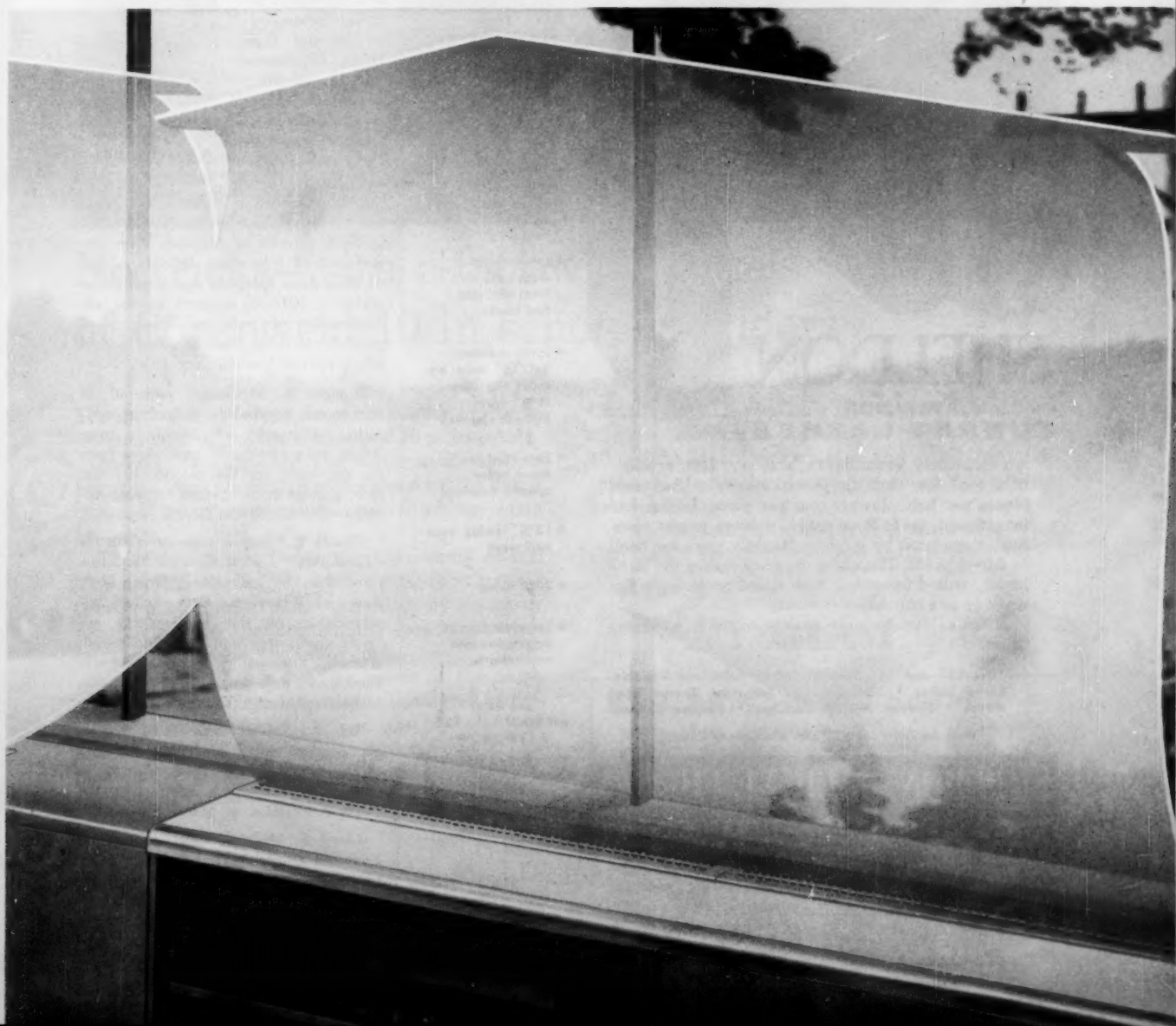
Room-wide ventilation! Only TRANE Unit Ventilators constantly deliver air under pressure from room-wide wall outlets. As air reaches the ceiling, it picks up room air—creates a gentle, circling flow of ventilation across the entire room. And, unlike systems that depend upon wall-length heating elements—with on-again-off-again action—the TRANE Kinetic Draft Barrier works full time.

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(Continued From Page 138)

Instruction, to assistant superintendent for staff personnel, Pontiac, Mich.

J. S. Jacobs, director of pupil personnel services, San Diego County, San Diego, Calif., to superintendent for Carlsbad Union District, Carlsbad, Calif., effective July 1.

J. E. Nichols to superintendent for Harris County, Hamilton, Ga., succeeding **Zade Kenimer**, who has been appointed to the state department of education as director of instructional material and library service.

Mrs. Ernest R. Hallford to superintendent for Habersham County, Clarke-

ville, Ga. She succeeds her late husband as superintendent.

George C. Nelms, visiting teacher for Taliferro County, Crawfordville, Ga., to superintendent there, succeeding **E. T. Portwood**, who has resigned.

Walter T. McKee, associate superintendent of schools, Montgomery, Ala., to be superintendent there, succeeding **Clarence M. Dannelly**, who is retiring in June. **William Silas Garrett**, assistant superintendent, will become associate superintendent.

James K. Michie, superintendent at Hibbing, Minn., to St. Cloud, Minn., July 1.

OTHER APPOINTMENTS . . .

Claude Purcell, assistant state superintendent for Georgia, to state superintendent, succeeding **M. D. Collins**, who has become superintendent emeritus. Dr. Purcell was superintendent of Habersham County schools, Clarksville, Ga., for 10 years. He served as director of the division of finance and administration, state department of education, and in 1954 was named assistant state superintendent. He is presently serving as chairman of the Southeast Chief State School Finance Officers and as N.E.A. director for Georgia.

Benjamin Fine, education editor of the *New York Times*, to dean of Yeshiva University's new graduate school of education.

E. Glenn Featherston, acting assistant commissioner of the U.S. Office of Education, to assistant commissioner for state and local school systems, U.S. Office of Education. Dr. Featherston served as superintendent of schools in Madison, Mo., 1922-28; superintendent at Huntsville, Mo., 1929-38; director of Missouri State Department of Education, 1938-41; Office of Education specialist for pupil transportation, 1943-51; assistant director, administration of state and local school systems, 1951-52, and director, school administration branch, since 1952.

Howard Y. McClusky, professor of educational psychology, school of education, University of Michigan, Ann Arbor, on a two-thirds' time leave from the university for the second semester, to consultant to the Detroit Citizens Advisory Committee on School Needs.

Claude V. Courter, superintendent for Cincinnati, is chairman of the new committee on education, Ohio State Board of Education. Other school administrators on this lay-legislator advisory group are: Supt. **John McDowell**, Hudson; Principal **Wayne C. Blough**, Cleveland, and Supt. **W. C. Smith**, Mahoning County, Youngstown.

Robert L. Mills, chairman of the department of educational administration at the University of Texas, Austin, to editorial and research adviser for the Texas Association of School Boards.

Lloyd S. Michael, superintendent of Evanston Township High School, Evanston, Ill., to the board of directors, Edu-



Claude Purcell



E. Glenn Featherston

**for LOW-COST, HIGH-SPEED
PRODUCTION Turning**



SHELDON
Precision
TURRET LATHES

- ★ Push Button speed selection
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- ★ Handwheel 6-station, 6 1/2" stroke bed turret
- ★ Lever-operated cross slide with front and rear tool blocks
- ★ Lever-operated 1-1/16" draw bar collet attachment (1 1/4" hole through spindle)
- ★ Zero-Precision taper roller spindle bearings
- ★ 13 1/2" swing over bed ways
- ★ 2-HP Motor
- ★ Complete Line of accessories and attachments

An extremely versatile, capable and fast, production tool for turning precision parts. Increases pieces per hour, lowers cost per piece. Lower tool investment, saves floor space, reduces power costs. Easily operated by anyone. Rapidly pays for itself in added profit. The extra capacity makes the lathe ideally suited for either high speed precision collet work or as a chucker.

This tool can be your answer to today's competition.

10", 11" and 13" Sheldon Lathes • Sheldon Variable-Speed Lathes • 13" and 15" Sebastian Geared Head Lathes • Sheldon Milling Machines • Sheldon Shapers.

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Consoweld's exclusive 5-foot-wide panels are specially designed for schools and other locations where high wainscoting is desired. Shown here is Rose Beige Twinkle pattern. Ten-foot long panels plus matching mouldings provide unbroken expanses of color. And Consoweld resists wear and tear, never needs painting, is easy to install, cleans with the swish of a damp cloth.

No tricks—with 5-foot-wide panels of Consoweld 10 in school corridors



Youngsters' tricks create no maintenance problems—when your school has Consoweld 10 wainscoting. Consoweld is wearproof and waterproof, and its beautiful, smooth surface wipes clean with a damp cloth. It never needs painting or refinishing—lasts for years.

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cational Television and Radio Center, Ann Arbor, Mich.

John Dale Russell, chancellor and executive secretary, New Mexico Board of Educational Finance, to a New York University post, where he will plan the creation of an office of institutional research and a center for study and development of higher education at New York University.

Theodor Schuchat to executive director, Social Legislation Information Service, Washington, D.C., succeeding **Bernard Locker**, who is resigning.

Conrad A. Elvehjem, chairman of the biochemistry department at the Univer-

sity of Wisconsin, Madison, to president of the university, succeeding **Edwin B. Fred**, who will become president emeritus.

RESIGNED . . .

T. R. Nickel, superintendent of the Reedley Elementary School District, Reedley, Calif.

Fred Bewley, superintendent for Whittier, Calif.

Ralph E. Kuhn, superintendent of Flemington-Raritan School District, Flemington, N.J.

Orville A. Schmieding, superintendent at Eagle, Neb.

Charles H. Walker, superintendent at Honor, Mich.

J. E. Bohn, superintendent for District 186, Springfield, Ill.

Herbert A. Settles, superintendent at Cimarron, Kan.

Clarence T. Norris, superintendent for West Deer Township, West Deer, Pa.

Howard Wire, district superintendent for San Lorenzo Valley and principal of San Lorenzo High School, San Lorenzo, Calif.

Ivan S. Wade, superintendent at Peoria, Ariz., effective July 1.

F. C. Thomas, superintendent at Barrington, Ill., effective August 1.

RETIRED . . .

Earl A. Dimmick, superintendent for Pittsburgh, in June.

Chester K. Wright, superintendent for Laurens County, Laurens, S.C., for 31 years, effective June 30.

A. H. Martin, superintendent for West York Area Joint School system, West York, Pa., for 34 years, effective in July.

A. O. Totdahl, for 17 years superintendent at Beulah, N.D., effective June 30.

O. W. Osborne, superintendent for Mahomet-Seymour schools, Mahomet, Ill., at the end of the present school year.

J. W. Powell, superintendent for 25 years at Florence, Ala., effective July 1. A new school under construction will be named for him.

Sidney Davidson, superintendent for Newport Harbor High School, Newport Beach, Calif., effective August 31.

B. O. Wilson, superintendent for Contra Costa County, California, by January 1959. He will not run for another four-year term.

W. R. Shepherd, superintendent for Crawford County, Prairie du Chien, Wis., effective July 1.

DIED . . .

Jay Worrall, associate superintendent for Marple-Newtown schools, Newtown, Pa.

Calvin Sassarini, 45, district superintendent of Sonoma elementary schools, Sonoma, Calif., when his car skidded into a highway bridge.

Tanner G. Duckrey, 57, assistant superintendent of District 2, Philadelphia, first Negro to become a superintendent in the city school system. He collapsed while driving his car home from his office in one of the junior high schools.

Francis Leonard Bacon, 68, principal and superintendent for Evanston Township High School, Evanston, Ill., for 20 years.

W. R. Caille, former superintendent for Clarke County, Athens, Ga.

James E. Spitznas, director of instruction for the Maryland State Department of Education, Baltimore.

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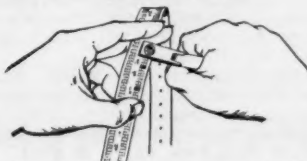
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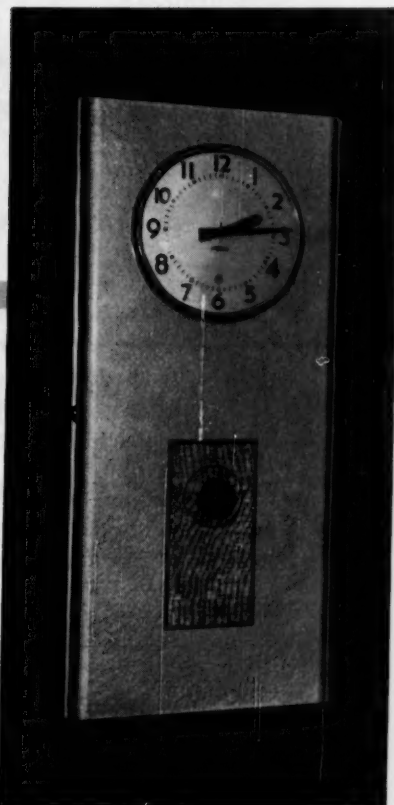
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Something to Steer By. 35 proposals for better preparation of school administrators. *Advancement of School Administration*, American Association of School Administrators, N.E.A., 1201 16th St. N.W., Washington 6, D.C., Pp. 12.

Learning in a Block-of-Time Program. Description of the Foundations in Educational Administration program's new methods of learning for prospective school administrators. *Southwest School Administration Center*, Austin, Tex. Pp. 94.

Local Planning for Better School Districts. Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 20. 15 cents.

School Program Practices in Texas Public Schools. Report No. 3 of the survey of administrative and board practices in Texas public schools. Texas Committee of Ten, P.O. Box 7721, University Station, Austin. Pp. 16. 25 cents.

Student Activities in Texas Public Schools. Report No. 4 of the survey of administrative practices and board policies in Texas public schools. Texas Committee of Ten, P.O. Box 7721, University Station, Austin. Pp. 15. 25 cents.

ADULT EDUCATION

Handbook of Adult Education in California, 1937. Bulletin of the California State Dept. of Education. California State Prtg. Off., Sacramento. Pp. 64.

Development of Adult Education in California, 1937. Bulletin of the California State

Dept. of Education. California State Prtg. Off., Sacramento. Pp. 100.

AUDIO-VISUAL

Production of 2 x 2 Inch Slides for School Use. Bridges for Ideas No. 7. University of Texas, Extension Division, Austin 12. Pp. 80. \$2.

CITIZENS COMMITTEES

A Report on Operating Relationships Between Illinois School Superintendents and Their Boards of Education. By the Fact Finding and Dissemination Work Group of Illinois Citizens Education Committee., Room 103, Gregory Hall, Urbana, Ill. Pp. 44.

Standards for Nursery Education. Sponsored by Westchester Children's Association and Westchester Nursery School Council. Citizens Committee on Nursery Education, White Plains, N.Y. Pp. 13. 10 cents.

CURRICULUM

Conservation Experiences for Children. Bulletin 1937, No. 16. U.S. Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 192. 75 cents.

Instructional Materials Bulletin. Sources of Elementary School Social Studies Material, Bibliography No. 1. Curriculum Laboratory, Iowa State Teachers College, Cedar Falls, Iowa. Pp. 13. 20 cents.

Teaching Children to Divide. Educational Service Publications, Iowa State Teachers College, Cedar Falls, Iowa. Pp. 23. 20 cents.

ELEMENTARY EDUCATION

All Children Have Gifts. Emphasis on developing the talents of all children. Membership service bulletin. Association for Childhood Education International, 1200 15th St. N.W., Washington 5, D.C. Pp. 32. 75 cents.

Teaching in Elementary School. By Marie A. Mehl, assistant prof. of education, University of Colorado; Hubert H. Mills, prof. of education and director of student teaching, University of Colorado; Earl R. Douglas, director of the college of education, University of Colorado. Ronald Press, 15 E. 26th St., New York 10. Pp. 518. \$5.75.

Teaching Social Studies in the Elementary Schools. By Ralph C. Preston. Rinehart, 232 Madison Ave., New York 16. Pp. 382. \$5.

Visual Perceptual Abilities and Early Reading Progress. By Jean Turner Goins. University of Chicago Press, Chicago 37. Pp. 108. \$2.

FROM SCHOOL DISTRICTS

Home Economics Education, Senior High School. Curriculum Bulletin 41. Cincinnati Public Schools, 608 E. McMillan St., Cincinnati 6. Pp. 251. \$3.50.

Home Economics Education, Junior High School. Curriculum Bulletin 40. Cincinnati Public Schools, 608 E. McMillan St., Cincinnati 6. Pp. 209. \$3.50.

GENERAL INTEREST

The State and Nonpublic Schools, with particular reference to responsibility of state departments of education. U.S. Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 152. \$1.25.

GUIDANCE

Growing Up, 2d ed. D. C. Heath, 285 Columbia Ave., Boston 16. Pp. 454. \$4.

HIGHER EDUCATION

The American Two-Year College. By Tyrus Hillaway, prof. of education, Colorado State College. Pp. 276. \$3.75.

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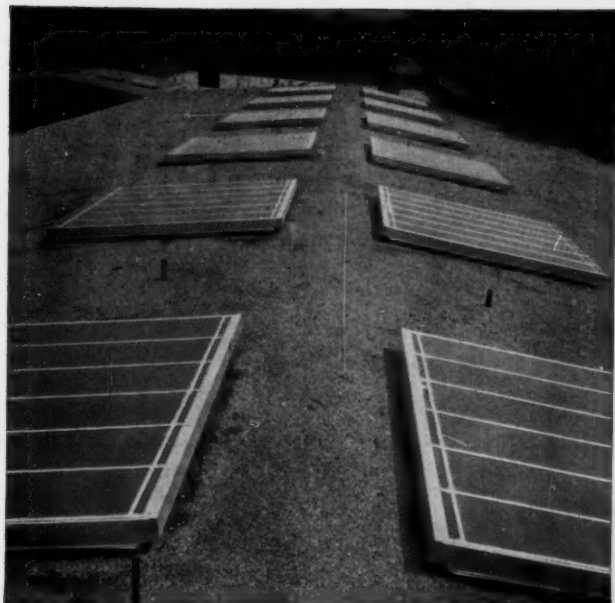
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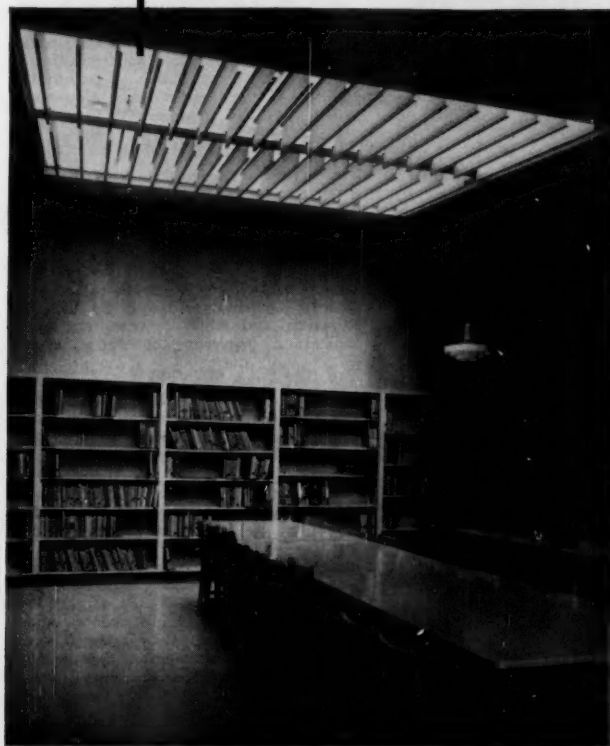
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Planning for College in New York State. New York University, State Education Department, Albany. Pp. 81.

What Price Tuition? A staff study of various college tuition rates and the cost on a per capita basis to the colleges of educating students. Council for Financial Aid to Education, Inc., 6 E. 45th St., New York 17. Pp. 16. 35 cents.

N. E. A.

N.E.A. Centennial Convocation, 1957. Summary of group reports. National Education Association of the U.S., 1201 16th St. N.W., Washington D.C. Pp. 32.

RECREATION

Recreation Places. By Wayne R. Williams, architect, and others. Reinhold Publishing

Corp., 430 Park Ave., New York 22. Pp. 302. \$18.

REPORTS

W. K. Kellogg Foundation Annual Report, 1957. W. K. Kellogg Foundation, Battle Creek, Mich. Pp. 165.

RESEARCH

An Introduction to Research Procedures in Education. By J. Francis Rummel, associate prof. of education, University of Oregon. Harper & Brothers, 49 E. 33d St., New York 16. Pp. 413. \$5.50.

SCHOOLHOUSE PLANNING

National Council on Schoolhouse Construction. Proceedings of the 34th annual meeting. National Council on Schoolhouse Construction, Secretary, W. D. McClurkin, Peabody College, Nashville, Tenn. Pp. 86. \$1.

SCHOOL LAW

Administration of Public Laws 874 and 815. 7th Annual Report of the U.S. Commissioner of Education. Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 145. 75 cents.

SECONDARY EDUCATION

Techniques of Secondary School Teaching. By Ralph K. Watkins, prof. of education, University of Missouri. Ronald Press, 15 E. 26th St., New York 10. \$5.

SPECIAL EDUCATION

Here's Hope for the Talented Child. A description of several programs for talented students. Massachusetts Council for Public Schools, 16 Arlington St., Boston. Pp. 22. 25 cents.

Regents' Program for Meeting Needs in Science, Technology and Education of the Talented. New York University, State Education Dept., Albany. Pp. 30.

STATISTICS

County and City Data Book. Statistics included: area, population, dwelling units, telephones, electric bills, births, deaths, marriages, city finances, employment, hospitals, climate and school systems. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 563. \$4.50.

Offerings and Enrollments in Science and Mathematics in Public High Schools 1956. U.S. Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 44. 25 cents.

A Statistical Summary, State-by-State. Segregation-desegregation activity affecting southern schools from 1954 to present, together with pertinent data on enrollment, teacher pay, etc. Southern Education Reporting Service, P.O. Box 6156, Acklen Station, Nashville, Tenn. Pp. 30.

Statistics of Higher Education: Receipts, Expenditures and Property: 1953-54. U.S. Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 137. 55 cents.

SUPERVISION

Organization for Instructional Supervision in Elementary Schools. By Bruce C. Browning and Henry J. Otto. College of Education, University of Texas, Austin.

SURVEYS

Survey of State Legislation Relating to Higher Education. U.S. Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 103. 60 cents.

VOCATIONAL GUIDANCE

Vocational and Professional Monographs: Teaching. By William H. Burton, consultant, Oregon State Dept. of Education. Pp. 40. \$1. **The Aircraft Industry.** By Henry T. Simmons, military editor, American Aviation Publications, Inc. Pp. 32. \$1. **The Coal Industry.** By M. Edmund Speare, educational director, National Coal Association of the U.S. Pp. 32. \$1. **The Iron and Steel Industry.** By Tom Campbell, editor-in-chief, Iron Age. Pp. 40. \$1. Bellman Publishing Co., Cambridge 38, Mass.

Employment Opportunities for Women. U.S. Dept. of Labor. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 30. 20 cents.

UNESCO

The New Zealand Schools Publications Branch. Educational studies and documents No. 25. Pp. 46. 75 cents. **Education in Egypt.** Education Abstracts 92. Pp. 12. 20 cents. **Encyclopedias and Dictionaries of Education.** Education Abstracts 93. Pp. 15. 20 cents. **Long Range Educational Planning.** Education Abstracts 91. UNESCO Publications Center, 152 W. 42d St., New York 36. Pp. 19. 20 cents.

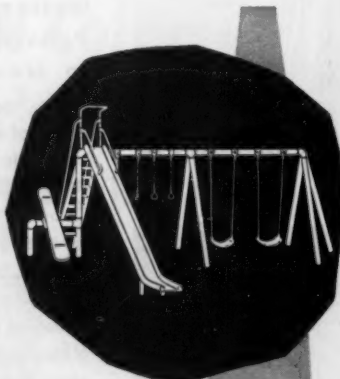
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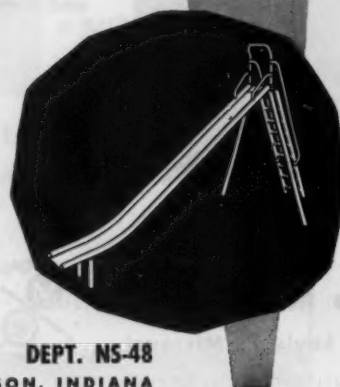
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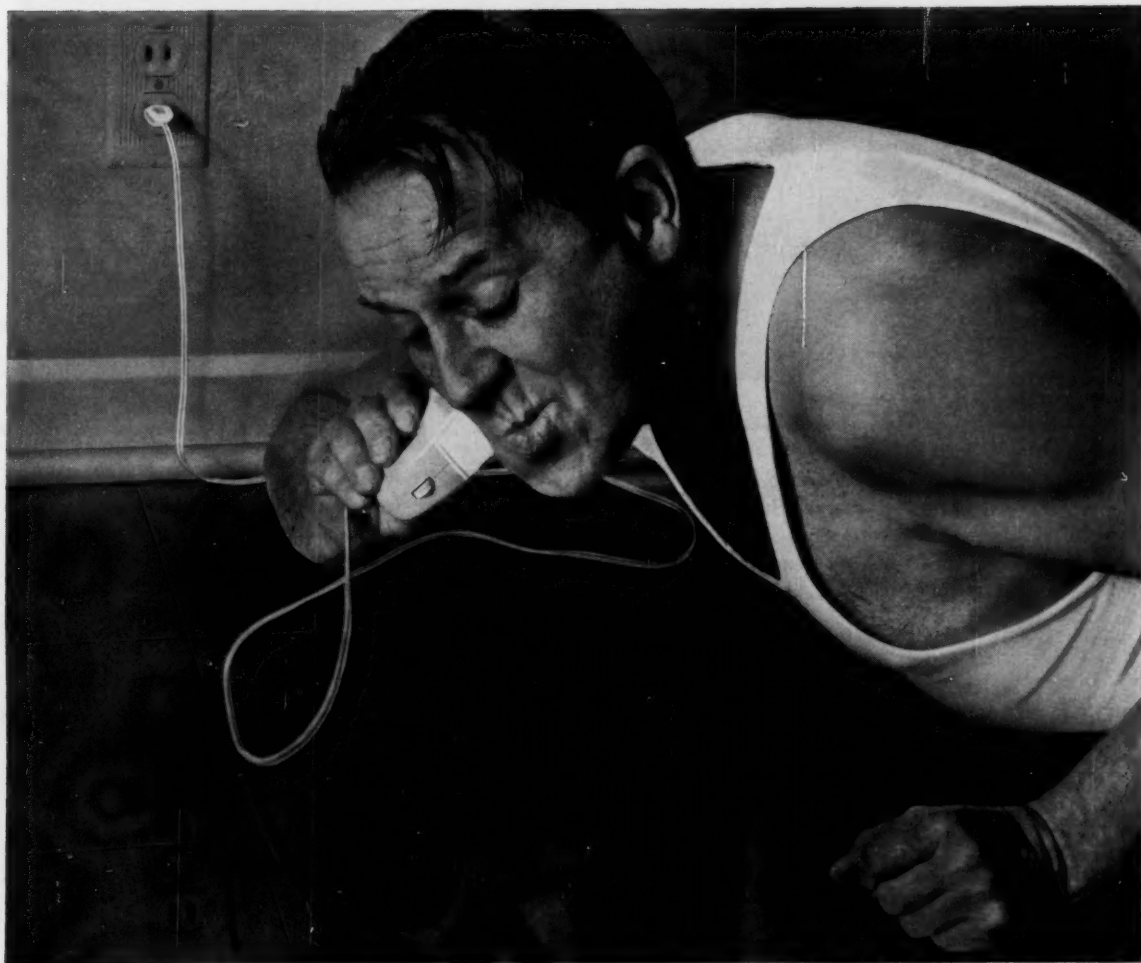
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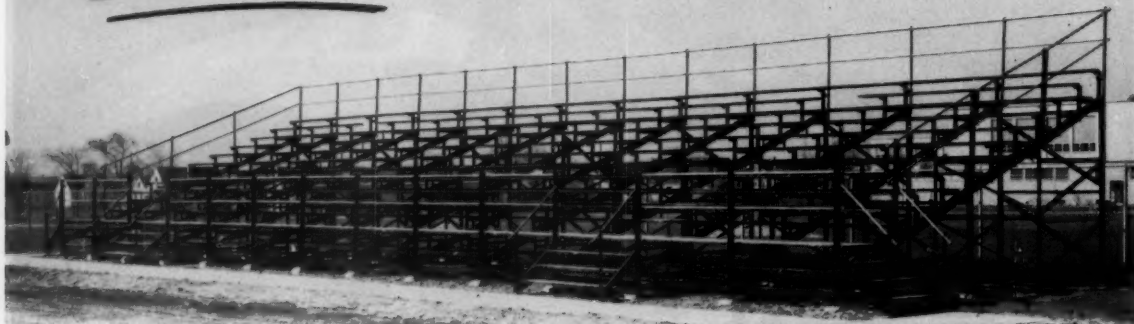
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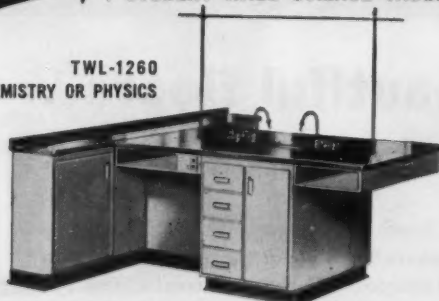
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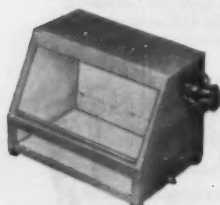
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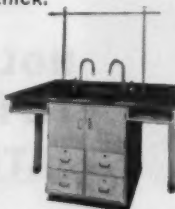


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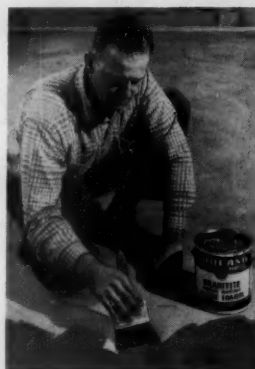
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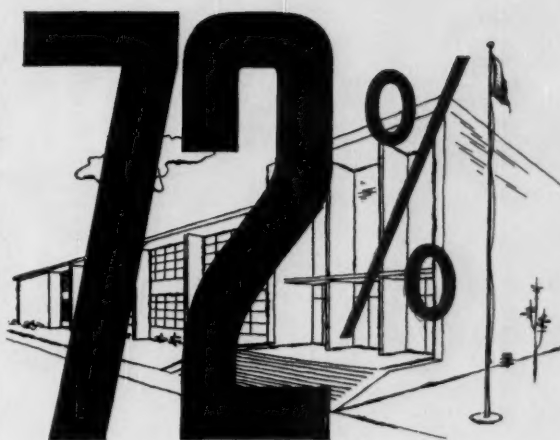
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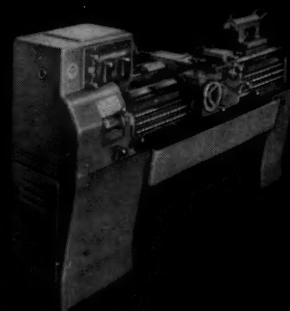
DELTA POWER TOOLS

another fine product by

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LEBLOND
REGAL
LATHES



To give shop students up-to-date training, let them learn on a LeBlond Regal Lathe—the low-cost lathe with big-lathe features. First choice for America's leading training shops. Write for Bulletin R-2011.

THE R. K. LEBLOND
MACHINE TOOL CO.
CINCINNATI 8, OHIO

World's largest builder of a complete line of lathes for more than 70 years.

What's New FOR SCHOOLS

APRIL 1958

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 202. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Standard Teaching Microscope at Budget Price

A new series of teaching microscopes that closely approximate the professional laboratory microscope is now available at school budget prices. The new B&L Series ST Standard Teaching Microscopes are



designed to keep pace with the increased emphasis on science in the school curriculum. They are standard in size and in operation, developing correct habits for students using them. The separate coarse and fine adjustments essential to precise focus are incorporated into the ST series. The pre-focusing gage reduces damage to objectives and slides by pre-determining coarse focus.

A new fine adjustment with a slow tube travel facilitates fine adjustment on the new models and the new 43X objective provides fine image quality and distortion-free fields. The ST series is cased in heavy metal to withstand hard, daily use, and is built on a full-sized laboratory-type stand. The extended base prevents damage when the microscope is pushed against a vertical surface. **Bausch & Lomb Optical Co., Rochester 2, N.Y.**

For more details circle #531 on mailing card.

Plastic "Carbon" Paper Does Not Smudge

"Nu-Kote" is the name given to a new typewriter "carbon" paper employing plastic instead of waxy carbon. A plastic coating containing wet ink is applied to paper stock. The ink is trapped in the coating and released a little at a time when the typewriter keys strike the paper. The ink makes the copy, drying immediately to eliminate smudging. Like a sponge, the plastic coating permits the ink to flow from one area to another, prolonging the usefulness of the paper. Research indicates that only one weight and finish of "Nu-Kote" is needed to meet approximately 90 per cent of all typing copy needs

for any number of copies. **Burroughs Corporation, Detroit 32, Mich.**
For more details circle #532 on mailing card.

Institutional Package for Campbell's Soups

The institutional 50-ounce size is now available in the three new soups recently introduced by Campbell-Turkey Noodle, Chicken Vegetable and Minestrone. This brings to 18 the number of soups available in the 50-ounce condensed size. The three new soups are hearty and nourishing, yet can be served at moderate cost with minimum preparation time. **Campbell Soup Co., Camden, N.J.**

For more details circle #533 on mailing card.

Hollow-Metal Standard Doors Now Mass-Produced

A large family of standardized hollow-metal doors for school use is now available



from Fenestra. Mass produced for savings in cost and installation time, the new doors are planned to meet the special needs of all groups concerned with the design, construction, administration and use of schools. Many basic panel and flush door models are available in the line, to which a wide variety of standard innovations can be added. In addition to the two classroom doors shown in the illustration, the line includes doors for the main entrance, office, service area and custodians' quarters. Any one of the doors can be given a different look through simple variations in glazing, louvers, panels, strips or hardware.

All doors are prime coated at the factory and can be easily painted to suit the need. Each door "package" includes door, frame and all hardware, ready to install. The hollow-steel doors do not shrink, warp, swell, stick or splinter and the closed top and bottom door surfaces prevent the collection of moisture and dirt. Sound-deadening material inside the doors ensures quiet closing. **Fenestra Incorporated, 2250 E. Grand Blvd., Detroit 11, Mich.**

For more details circle #534 on mailing card.

Dry-Type Transformers Are Quiet, Light and Small

The new Westinghouse Type EP specialty transformers are quiet, light and small and are designed for application in commercial installations including schools, hospitals and offices. The dry-type transformers have core and coils completely encapsulated in resin with filler, providing a sealed unit that can be installed in hazardous areas. The excellent heat transfer properties of the resin and filler have made possible units considerably smaller and lighter than previous designs. The new transformers are available in ratings from ¼ to 10 kva, 600 volts and below, and can be mounted in any position on wall, floor or ceiling. **Westinghouse Electric Corp., P.O. Box 2099, Pittsburgh 30, Pa.**

For more details circle #535 on mailing card.

Compact TV System for One-Man Operation

The new GPL Model PD-250 viewfinder television camera chain is a compact model designed for classroom or studio use. Consisting of a vidicon camera with five-inch electronic viewfinder, four lens turret and either portable or rack mounted camera control unit, the new model is designed for one-man operation. The system incorporates printed camera wiring and silicon diode rectifiers in the electronically regulated power supply.

Weighing 28 pounds, the TV camera is equipped with high definition five-inch viewfinder with aperture correction, front and back tally lights and intercom. The four lens turret is manually operated from



the back of the camera. On the rear are viewfinder brightness and contrast controls, plus camera control of beam, target and electronic focus. The camera produces excellent pictures under normal room illumination and acceptable pictures at five foot candles, it is said. **General Precision Laboratory Inc., Pleasantville, N.Y.**

For more details circle #536 on mailing card.

What's New ...

Portable Folding Tables Cost Less

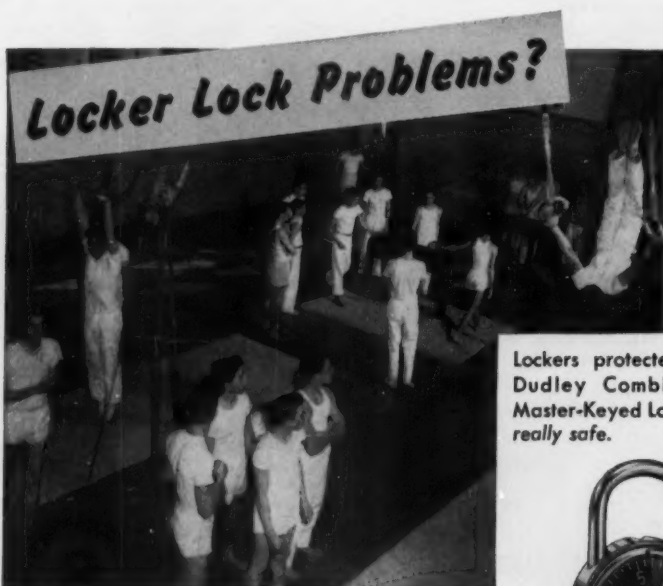
The new "S" series of Sico System portable folding tables has the same construction features of Sico's standard line with a new core material for the tops. Built to sell for less than the standard line, the new series has a core consisting of wood particles fused into a solid panel through heat and pressure. A facing sheet of high pressure laminated melamine plastic is bonded to the core material which meets Sico's rigid tests and specifications. The Sico steel top frame gives additional support and strength and bench boards of vertical grain fir are faced with a tempered



fiber board. Edges of the tops and bench boards are finished to eliminate dirt-collecting bands.

The four models of Sico table and bench combinations are available in the new "S" series or the standard line. The new 2800 Bench-to-Table unit is built to "S" series specifications. Both lines are designed to meet multiple space needs of schools and feature the simple and safe "floating fold," rolling portability, durable steel framework and space-saving engineering. **Sico Mfg. Co., 5215 Eden Ave. S., Minneapolis 24, Minn.**

For more details circle #537 on mailing card.



In the Gym ...

every pupil reporting to gym knows his personal belongings in the gym locker are completely safe when Dudley Locks are used. And because of the security built into the unique Dudley Master Key, they *stay safe*. Yet authorities can easily open lockers when necessary, or change combinations in seconds. Not only is it nearly impossible to duplicate this key, but key makers can't make a key from the lock.

Ask your Dudley representative. He's there to help you—without obligation, of course.

DUDLEY LOCK CORPORATION

Dept. 410, Crystal Lake, Illinois

Lockers protected with
Dudley Combination
Master-Keyed Locks are
really safe.



RD-2

Solid stainless steel case, revolving dial with 64,000 possible 3-number combinations. Self-locking when shackle is pushed home.

P-570

Master-Keyed Combination Padlock

Finest of all master-keyed padlocks. Cast aluminum case, extra heavy steel shackle. Self-locking. Rotating dial.



The DUDLEY Master Key

Can't be duplicated on ordinary key making machines.

King Size Eraser Is Easy to Handle

The new Cardinal king size noiseless eraser is a longer chalkboard eraser made for easier and faster erasing. Nine inches long, it saves time and effort and is easy to handle. It is carefully constructed with all of the regular Cardinal features. The all-felt construction has double locked stitches for long wear, it cleans without streaking or smearing and is noiseless in use. **E. W. A. Rowles Co., Arlington Heights, Ill.**

For more details circle #538 on mailing card.

Port-A-Teria Is Mobile Food Service Unit

A mobile cafeteria designed to serve foods in areas where mobile equipment permits multi-purpose use of the service area is now available. The Port-A-Teria is supplied in six-foot modular sections designed to receive accessories that convert it into a complete cafeteria counter capable of dispensing a variety of hot and cold foods and beverages. The system can be assembled to serve groups of 50 to 5000 easily and simply.

The Port-A-Teria is composed of the fully enclosed stainless steel Rigid-Therm insulated Stor-O-Wheel units and the open Tray-O-Pan files. Stor-O-Wheel units are independently mobile and roll into place



under the Port-A-Teria to store and dispense dishes, trays, hot or cold foods and beverages. With the adjustable Tray-O-Pan files, the Port-A-Teria can be used as a preparation table in the kitchen. With Tray-O-Pan files attached, prepared food is stored in pans or trays and filed under the table, and the fully loaded complete unit is rolled to the serving area to become part of the cafeteria line. The system operates on standard outlets and requires no waste or other mechanical connections. **Lincoln Mfg. Co., Inc., P.O. Box 2313, Fort Wayne, Ind.**

For more details circle #539 on mailing card.
(Continued on page 156)



Byron-Bergen Central School,
Byron, New York

Gold Bond Acoustimetal quiets "Cafeteria Clatter"

The clatter of trays and the din of young voices will never build into a bedlam in this new school cafeteria. Why? Because that Gold Bond® Acoustimetal ceiling absorbs up to 90% of all the noise that strikes it!

Acoustimetal is firesafe. The trim metal pans hold acoustical mineral wool pads — and neither material will burn! Acoustimetal is handsome, too. The baked-enamel surface provides high light-reflection.

Acoustimetal is made for long-run, low-maintenance economy. A soapy sponge wipes it clean — and any panel is easily removed for access to above-ceiling utilities. For help with school noise problems — in building or remodeling — write for your copy of "QUIET... Aid to Education." Dept. NS-48, National Gypsum Company, Buffalo 2, New York.



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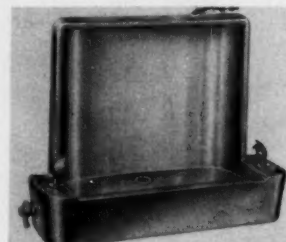
Hamilton

HAMILTON MANUFACTURING COMPANY • TWO RIVERS, WISCONSIN

What's New ...

Double Drinking Fountain Is Semi-Recessed

Stainless steel is used to form the new semi-recessed double drinking fountain recently introduced by Haws. Model 732 offers space saving through the semi-recessed installation while meeting the requirements in heavy traffic locations since



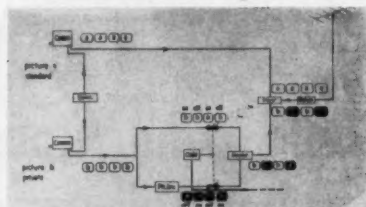
two persons may drink at the same time. An exclusive Haws angle stream fountain head is mounted at each side with lever handle self-closing valve and automatic flow control. The stainless steel receptor, type 304, provides lifetime sanitation and ease of maintenance. Model 732 is 25 inches high, 32 inches wide with a recess depth of 4 5/8 inches. **Haws Drinking Faucet Co., Fourth & Page Sts., Berkeley 10, Calif.**

For more details circle #540 on mailing card.

Bi-Tran Permits Educational Use of Commercial TV Facilities

Mass educational communication has been given a boost with the development of Bi-Tran, a multiplexing system which would allow two different programs to be broadcast simultaneously on any TV channel. A serious restriction to the spread of mass educational television has been the shortage of channel space. With Bi-Tran the resources and equipment of an existing commercial transmitting station can be utilized for educational programs at the same time that the station is transmitting its regularly scheduled shows.

As illustrated in the diagram, one cam-



era is used on standard program "A" while another is used on private program "B." Both programs are transmitted on the same channel, and by means of a simple attachment at the receiver end, either of the two programs can be received at will. With Bi-Tran educators would be able to present the best teachers before the greatest number of students. Inter as well as intra-institution cooperation will be possible with Bi-Tran and extra-institution classes can be sent to those studying at home, thus accelerating and strengthening educational programs. **Blonder-Tongue Laboratories, Inc., 9 Alling St., Newark 2, N.J.**

For more details circle #541 on mailing card.
(Continued on page 160)

it's

RIXSON

throughout

AT LASALLE HIGH SCHOOL



LaSalle Senior High School, Niagara Falls, N.Y. Sargent-Webster-Crenshaw & Folley, Syracuse, N.Y.—architects. Cannon, Thiele, Betz & Cannon, Niagara Falls, N.Y.—associate architects.

nearly 400 doors pivotal hung offset style . . . an achievement in modern uniformity

In keeping with the contemporary design of this outstandingly well planned high school, all of the doors have a uniform simplicity in hanging style. Regardless of the door's function or size, a suitable offset style RIXSON floor type closer or pivot set was specified. Many more RIXSON offset style closers and pivot sets are available for doors ranging from the heaviest lead lined x-ray room door to the lightest interior door. And with each, a variety of top and side jamb pivots for varying problems in construction and material.

write for details and templates of offset type closers

THE OSCAR C. RIXSON COMPANY

9100 west belmont avenue • franklin park, ill.

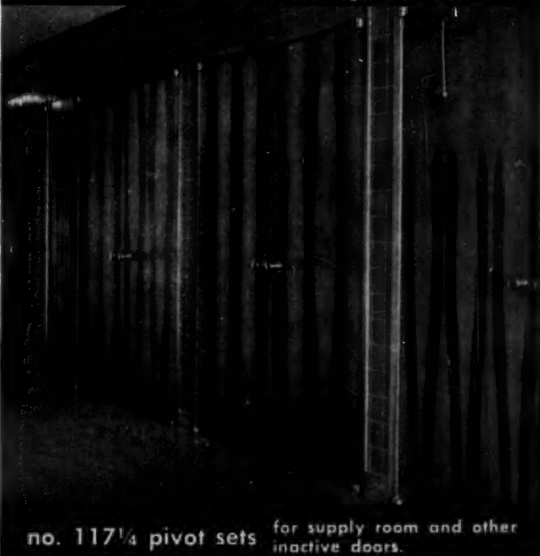
CANADIAN PLANT: 43 racine rd. • rexdale, ontario



no. 25 closers for entrance, vestibule and other heavy duty doors.

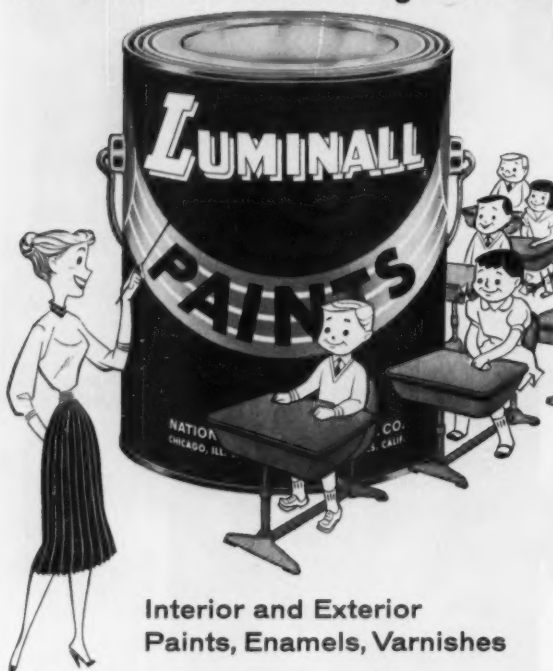


UNI-CHECK closers for classroom and other active light interior doors.



no. 117 1/4 pivot sets for supply room and other inactive doors.

LUMINALL Scores 100% On 10 Paint Purchasing Points!



Interior and Exterior
Paints, Enamels, Varnishes

Washability—all Luminall latex emulsion and oil paints surpass rigorous standards of wash maintenance programs!

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minall goes further, costs less to apply!

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Hide and Ease of Mixing—One coat covers most surfaces. Quality control manufacturing results in paints that are easy to mix, odorless and quick drying!

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Please send free copy of 24-page School Color Chart and comprehensive Paint Selector Guide!

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DESK-n-DOOR Markers

Engraved in solid brass, copper or aluminum, with one or two lines (name, name and title, etc.). Mounted on solid walnut bases in your choice of walnut, ebony and nine other finishes.

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for free full-color catalogue

Desk Marker (shown above) \$2⁹⁵ postpaid
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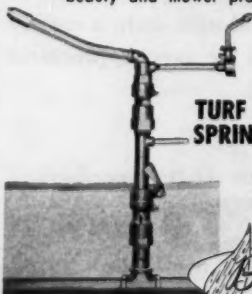
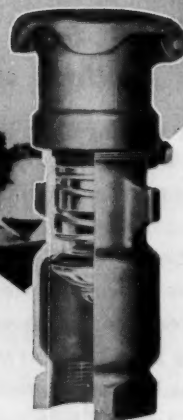
DISCOUNT FOR QUANTITY USERS

Spear ENGINEERING COMPANY
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CUT LABOR COSTS

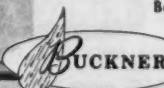
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BUCKNER
Quick-Coupling
VALVES

Labor costs reduced to a minimum. Easy to handle. Self-closing, grit-proof. Quick-Coupling valves provide fast turf watering with hose or sprinkler. Out of sight for beauty and mower protection.



**TURF KING
SPRINKLERS**

Positive low cost penetration. Turf King sprinklers provide maximum efficient coverage over large turf areas. Dependable rotation. Bearings are sand-proof.



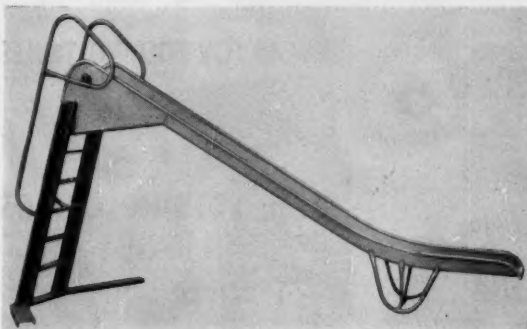
MANUFACTURING CO., INC.

1615 Blackstone Ave.

P. O. Box 232

Fresno 8, Calif.

Feature By Feature GAME-TIME SLIDES Cannot Be Equalled



CHECK—THEN COMPARE

- **18 MODELS**—from the 4' high Wee Tot to heavy duty slides 8' high with 16' chutes.
- **CHOICE OF 3 MATERIALS**—deluxe solid stainless steel slides, solid stainless steel bedways, hot dip galvanized steel slides.
- **ENCLOSED SAFETY PLATFORM**—a Game-time original. 3-way protection for children at top of slide. Welded hand rails extend more than half-way down ladder. Non-slip, rolled-edge ladder treads. Steel hand holds wrap over slide top.
- **SPEED REDUCING END**—final 2' of chute is almost horizontal for slow landing. Children always in proper posture for safe landing.
- **SINGLE PIECE CHUTES**—one of the most important Game-time contributions to safety, durability and low maintenance. Game-time chutes are formed of 14-gauge steel with rolled edges. No bedway reinforcements necessary.
- **TWO LADDER BASES**—specify for cement or surface installation, optional at no extra cost.
- **FACTORY PREFABRICATED** — Game-time slides are shipped in four sections. Foot bucks, platform and hand rails are welded to chute at factory. Can be assembled with 13 bolts in 15 minutes.

If you have not already received our new 38 page catalog on playground and elementary equipment write today.

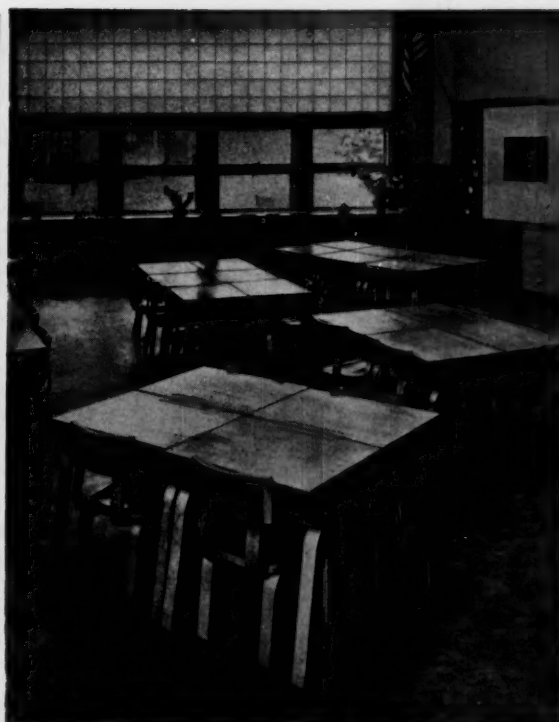
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200 JONESVILLE ROAD • LITCHFIELD, MICHIGAN

Wholly owned subsidiary of Simpson Manufacturing Co.



Stockton School, East Orange, N. J., showing Thonet 1216 chairs and 801 desks.

UNEXCELLED

*for simplicity,
comfort
and strength*



127 years
makers of
chairs and
tables for
public use.

6340 tablet arm chair
seat: 17 x 17"
tablet: 12 x 23"

Write us about your seating needs. We will send appropriate illustrated material.

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SHOWROOMS: NEW YORK, CHICAGO, DALLAS, LOS ANGELES, MIAMI, STATESVILLE, N. C.

What's New ...



Convert into terms of money, the time consumed by teachers and office employees in performing such tasks as counting lunch receipts—it means that much less for teachers and teachers' salaries!

A Long Island school* made a study—found that counting and wrapping coins consumed 1,700 hours a year. With a Kloppe Coin Counter the time was cut to 200 hours. The savings: \$2,400.

Are you missing a similar savings opportunity by continuing to count manually?

*Name on request



KLOPP COIN COUNTER

Electric
and
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Please send catalog and prices on
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In Canada: E. A. Horton Sales, Ltd.,
3071 Bloor St. W., Toronto, Ont.

GlasSeal Thermopane In Five Standard Sizes

Two lights of LOF double strength "A" quality sheet glass with a nominal air space between the sheets make up the new all-glass insulating double window unit known as GlasSeal Thermopane. The edges of the glass are heated and formed into an all-glass unit with uniform, fire-polished round edge, reducing the possibility of chipping and facilitating glazing. Overall thickness is slightly under a half-inch and sizes available vary from 14 to 38 inches in width and up to 62 inches in height. The five most popular standard sizes used in school and similar construction will be available in the new line. Libbey-Owens-Ford Glass Co., 608 Madison Ave., Toledo 3, Ohio.

For more details circle #542 on mailing card.

Tumbling Belt Provides Safety with Comfort

The new Nissen Tumbling Belt can be used as a training or teaching aid in advanced tumbling tricks. It is constructed for maximum comfort and safety for the greatest number of potential users, through its unique design features. Quickly and



easily adjusted to fit almost any individual, the new belt has waist size range from 20 to 40 inches. It consists of two sections of four-inch wide webbing which is pliable but rugged, joined in a metal connection. In actual usage the belt is a permanent one-piece unit. Anchor rings are double stitched to the belting and the webbing and the four-foot soft nylon ropes are attached to the swivels, preventing the possibility of rope burns. The new metal front-closure catch gives an absolute lock.

The belt can also be used in conjunction with the Nissen Overhead Trampoline Rig for advanced work and instruction on the Trampoline. Nissen Trampoline Co., Cedar Rapids, Iowa.

For more details circle #543 on mailing card.

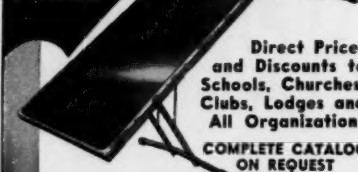
Visual Relief Desk Maps for Class Use

Designed for use in conjunction with the Visual-Relief Wall Maps brought out by the company, the new Denoyer-Geppert Visual-Relief Desk Maps permit students to follow the work given in class more actively. The maps have the same fine features as the wall maps and are offered in a convenient 17 by 11-inch size. The contour layer coloring with relief shading brings a visual image of the actual physical nature of the continents. The latest political data is superimposed on the physical base. Denoyer-Geppert Co., 5235 Ravenswood Ave., Chicago 40.

For more details circle #544 on mailing card.

(Continued on page 162)

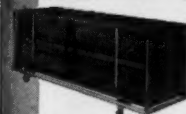
Monroe FOLDING BANQUET TABLES



Direct Prices
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Schools, Churches,
Clubs, Lodges and
All Organizations

COMPLETE CATALOG
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TRUCKS FOR FOLDING TABLES



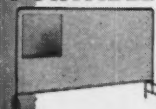
Monroe TS (transport - storage) Trucks make handling and storing of Folding Tables easy and quick. Combination offers.

STEEL FOLDING CHAIRS



Monroe Steel Folding Chairs in attractive range of styles, sizes and prices. Excel in comfort, easy handling and durability. Also full line of non-folding chairs, desks and combinations for classroom, cafeteria and church school use.

PORTABLE PARTITIONS



Monroe's new movable partitions change idle space into useful areas. Smooth Masonite panels, tubular steel frames, Swivel pedestals, casters or glides.

THE Monroe COMPANY
76 Church St. Colfax, Iowa

NOW is the time

improve
COMMUNICATIONS
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BESELER shows you how



Write for the
illustrated brochure:
"Turn Teaching
Into Learning".
It describes how to
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communications
with the newest,
most advanced
Opaque Projector.

BESELER'S VU-LYTE II

CHARLES Beseler COMPANY
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Leadership IN THE MAKING

School years are the formative period which lays the foundation for each student's career. This training must fulfill the future needs of *every* student. Those destined to fill management positions in industry especially require the advantages of practical shop courses. A thorough knowledge of basic processes and methods will help them keep pace with rapidly changing techno-

logical sciences and will play an important part in their advancement.

Highly essential in such training is the equipment used. It must be versatile, easy to operate, safe, ruggedly constructed, and accurate. All these features and more are available in South Bend Precision Lathes. That is why they have been selected for use in most of the better school shops both here and abroad. Write for complete information about them . . . and South Bend Milling Machines, Drill Presses, Shapers and Pedestal Grinders.



SOUTH BEND LATHE WORKS

BUILDING BETTER TOOLS SINCE 1906 • 466 EAST MADISON STREET, SOUTH BEND 22, INDIANA

What's New ...

Internal Filter Machine in Heavy Duty Vacuum Cleaners

The new 300 Series Heavy Duty Tornado Vacuum Cleaner is a quiet type internal filter machine which can be used for wet or dry pickup. Increased air volume is supplied by a one h.p. motor and a new three-stage fan. The 300 can be used with 1½ or two-inch hose and has a top air speed of 375 m.p.h. The electric cable is detachable from the motor for convenience in storing and replacement. Two types of wheels are available, one of which permits moving the machine up or down stairs or over cables and hose without difficulty.



Breuer Electric Mfg. Co., 5100 N. Ravenswood Ave., Chicago 40.
For more details circle #545 on mailing card.

Door Hardware in Three Basic Styles

A new line of trims and pulls for door hardware is announced by Yale and Towne. Made in three basic styles, the trims and pulls include Gothic, Modern and Colonial. The attractive designs will blend with any type of architecture and give long and lasting service. Two of the pulls feature a specially designed thumb piece which provides sufficient leverage to eliminate the need for a knob or lever in order to operate a door equipped with a vertical panic bolt from the exterior. Yale & Towne Mfg. Co., 11 S. Broadway, White Plains, N.Y.
For more details circle #546 on mailing card.

**Seat your School today
for generations to come
with INTERNATIONALS**



Scientifically designed to encourage correct posture for all ages, INTERNATIONAL seats with their unit construction, hingeless seat action, steel frames and supports and ease of maintenance will serve class after class for generations to come.

Ask for an INTERNATIONAL Seating Engineer to help you seat your auditorium better for less money.

Write today for illustrated brochure showing typical INTERNATIONAL Seat installations and giving specifications.



International Seat Division, Union City Body Company, Inc.
Union City, Indiana

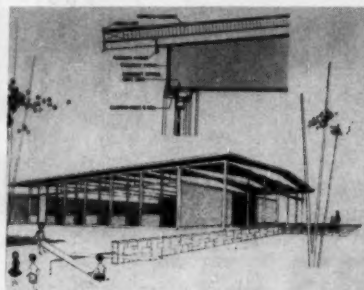
Stylon Ceramic Floor Tile in Large Squares

Stylon "Crystal-Glazed" ceramic floor tile is now available in large 12 by 12-inch tiles. The attractive, durable flooring is frostproof and can be used indoors or out, according to the report. It provides a permanent, wearproof flooring and is offered in fifteen colors. Stylon Corporation, Milford, Mass.

For more details circle #547 on mailing card.

Slope Beam System for Low-Profile Buildings

A slope beam roof system for low-profile building design is introduced as a means of saving on labor and material costs. The custom designed Steelcraft Slope Beam Roof System is a fully integrated, complete framing unit package, which includes natural slope steel beams and steel purlins to be used with most types of roof deck. The Steelcraft Slope Beam, the principal structural element of the system, is a welded assembly of structural steel plates



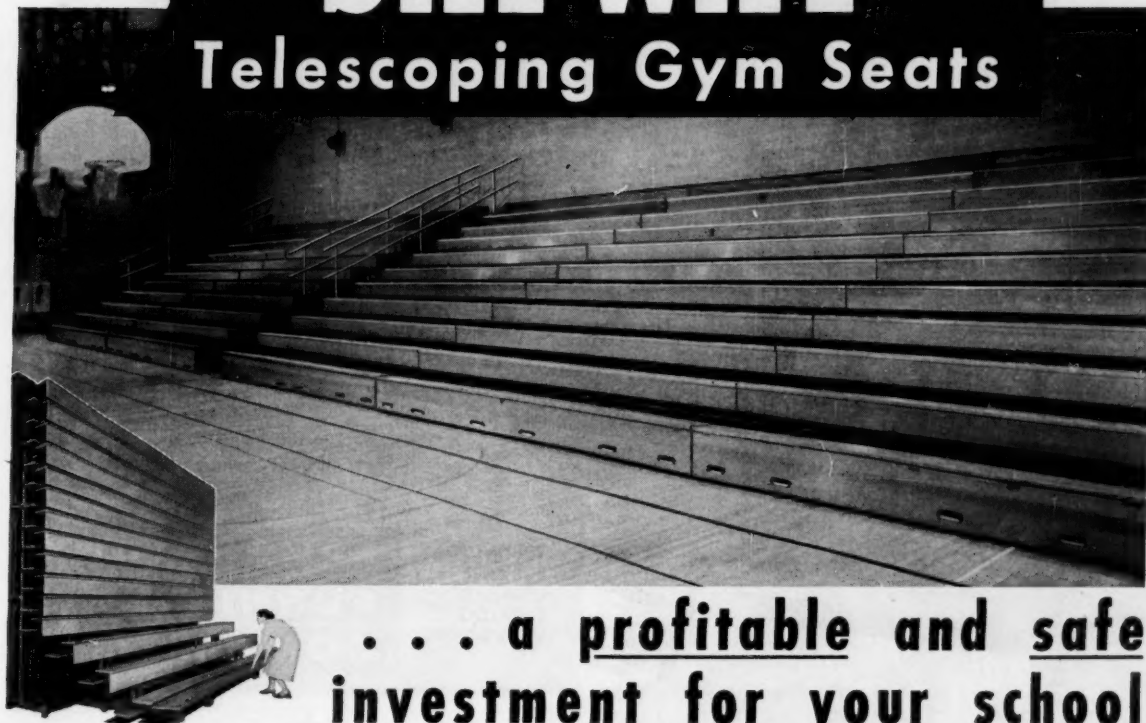
fabricated in an automatic continuous welder.

Savings in steel are effected since the lighter weight slope beams require less steel than rolled sections for equivalent loads. Weight is saved with no loss in carrying capacity and the lightweight beams reduce construction costs. Maintenance for the system is low and other economies can be effected. The beam design is versatile, lending itself to any number of architectural arrangements, and freedom of treatment is permitted. Slope Beams are available in a variety of sizes and can be made to any length. The Steelcraft Mfg. Co., 9017 Blue Ash Rd., Cincinnati 42, Ohio.

For more details circle #548 on mailing card.
(Continued on page 166)

SAFWAY

Telescoping Gym Seats



... a profitable and safe investment for your school

YOU'LL GET profitable *full-time use* from your gymnasium—planned or existing—when you install Safway telescoping bleachers.

With the seats extended over the floor, you provide superior vision and comfort for spectator events such as basketball. Nest the seats back into their "cabinet" and you instantly clear the floor for daily gym work.

And with only one or several rows locked open, you can set up convenient sideline seating for athletic practice, dancing parties or other gym floor activities.

Safway's advanced gym seat design also gives you these important benefits:

SAFE AUTOMATIC LOCKING

Safway's exclusive gravity latch automatically locks each row in relation to every other row (see three photos below).

(1) **LOCKING OPEN.** As each row is extended, latch drops behind lock bar on carriage ahead to prevent movement between rows.

(2) **RELEASING LATCH.** After unlocking the cylinder lock, pushing seats inward forces tapered end of latch against unlocking bar, raising notched front end and freeing row ahead.

(3) **LOCKING SHUT.** With all rows nested, brake pads are lowered and hooks engage brackets on unlocking bar.

STRONG, SAFE CONSTRUCTION—8 steel columns under every row; uniform load distribution through vertical and horizontal steel bracing; 3 automatic locking devices.

SIMPLE, EFFICIENT DESIGN—Minimum of moving parts. Stable support with extra-long wheel carriages and 8 self-lubricating wheels under each row.

SMOOTH, EASY OPERATION—Minimum metal-to-metal friction. No costly power equipment needed.

HANDSOME, FURNITURE-LIKE APPEARANCE—Seat and foot boards have rich, glossy Golden Oak finish.

Ask for engineering help!

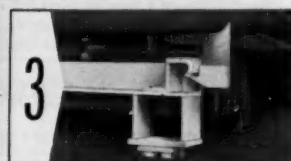
Submit your seating requirements for recommendations by experienced Safway engineers. There is no charge for this service. And write today for your free copy of the new Catalog 164.



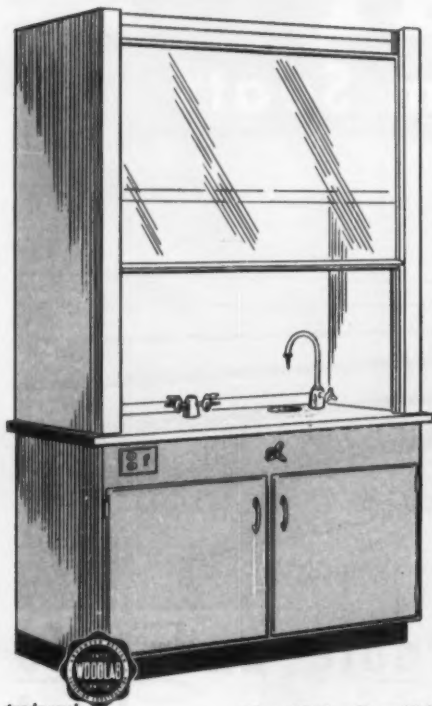
SAFWAY

STEEL PRODUCTS, INC.

6223 W. State St., Milwaukee 13, Wis.



UNIT-LAB FUME HOODS *Safest*



trademark

for Instructor and Students

- Entire super-structure fireproof and corrosion resistant
- Safety sash protects lecturer and students during demonstrations
- Emergency gas shut-off outside of fume hood
- Vapor-proof light fully illuminates interior
- Electric switches and outlets on exterior panel for accessibility and to prevent corrosion

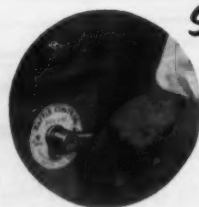
Available in Closed and Open Fume Hood Models

SAFE 'n EASY REMOTE BAFFLE CONTROL *

and only UNIT-LAB has it!

Changes air flow by remote control during fume hood operation with sash open or closed.

A simple turn of the handle adjusts baffle safely, quickly from operator's normal working position. Patented "SAFE 'n EASY" is an optional feature, at nominal cost.



* Patent No. 2779265
January 29, 1957



WRITE TODAY
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UNIT-LAB
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**LABORATORY
FURNITURE
COMPANY INC.**

Since 1920 — Over 50,000 Installations MINEOLA, LONG ISLAND, NEW YORK. PHONE: PIONEER 2-3600

Saves time and money!

O'Brien's 50-Page SCHOOL DECORATING MANUAL



- Contains two complete color schemes for every room, every interior surface, in the modern school.
- Over a hundred actual paint chips for alternate color plans in alkyd or latex type paints.
- A tremendous service to anyone handling school painting projects.

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ORDER YOUR COPY NOW
only \$1.00

4-N

The O'Brien Corporation, South Bend 21, Indiana
Send O'Brien's new booklet, "Color Symphony for School Interiors." One dollar enclosed.

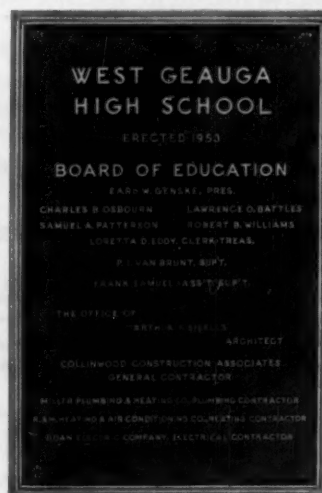
Name _____

Address _____

City _____ State _____

SOLID BRONZE DEDICATION TABLETS

SHOULD BE A "MUST" FOR EVERY PUBLIC BUILDING



MODEL No. 100 — 20" x 30"
MADE IN ANY DESIRED SIZE

Send inscription when writing for quotation

SPENCER INDUSTRIES
1508 N. MASCHER ST., PHILADELPHIA, PA.

CONNOR

forest products since 1872

"LAYTITE" maple birch oak FLOORING

has been first choice for gyms,
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"CONTINUOUS STRIP", Blocks,
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School and Gym Floors Our Specialty

MFMA grades and trade marked

See Sweet's file specs = $\frac{13J}{Co}$

CONNOR LUMBER & LAND CO.

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Phone No. 2-2091

Newest on the classroom scene!



QUADRALINE
by american desk

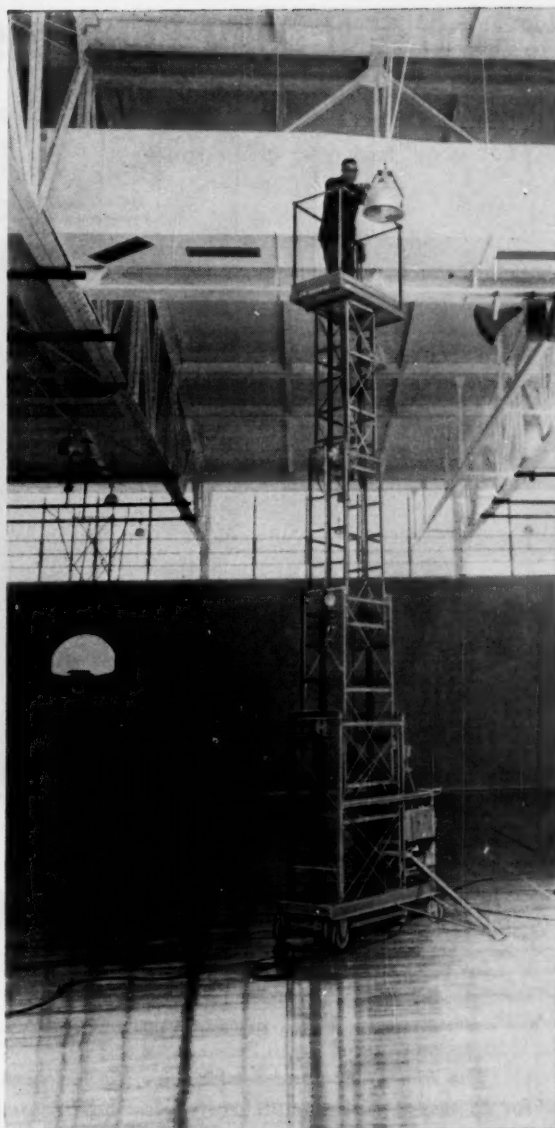


A complete line of school furniture in future tense! You'll notice a marked improvement in working conditions with a unit like the "Jr. Exec" shown with Series 500 Chair. A counterpart of adult working facilities, it's generous with work space — economical with space requirements! A rugged, well-balanced unit... easily adapted to changing class needs. Permits grouping, side-by-side or staggered seating arrangements.

For Competent Assistance, Complete Details, Ask Your State AD Representative

american desk manufacturing co.  temple, texas

Vol. 61, No. 4, April 1958



Courtesy of Rich Township High School, Park Forest, Illinois

Safety in overhead servicing

makes the job a pleasure with this Economy Model LB Hi-Reach Telescoper. Push button control on platform for up and down movement makes it possible to adjust yourself to exactly the right position for comfortable working. Four standard LB models with heights 20 ft. to 35 ft.; all models lower to clear doorway 6'-8" by 36" wide. Model PUL hand operated with height 15 ft. Custom built Hi-Reach Telescopers up to 100 ft. Write for complete catalogue. Economy Engineering Co., 4506 W. Lake St., Chicago 24, Ill.

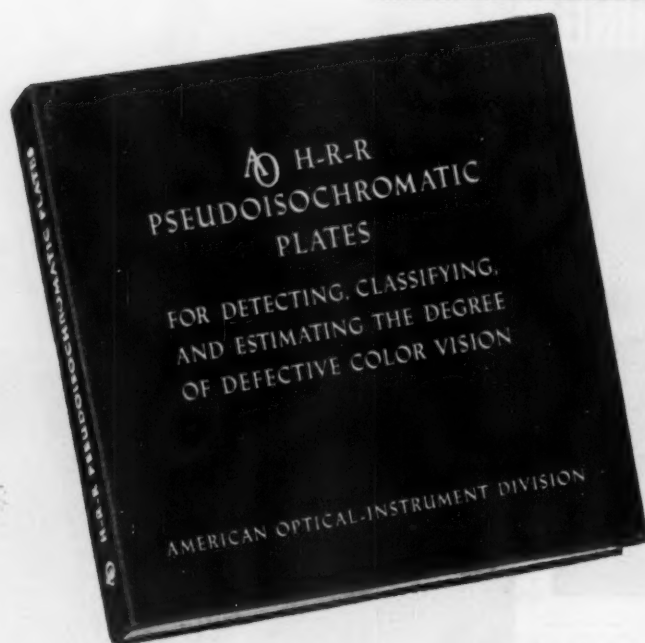
Headquarters for standard and special engineered overhead service lifters and material handling equipment since 1901.

ECONOMY ENGINEERING

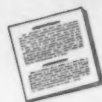
AO H-R-R Color Blindness Test

*Most Accurate and Comprehensive
Low-Cost test ever developed . . .*

now better than ever.



New manual



New instructions



New scoring sheets



New order of presentation

The AO Hardy-Rand-Rittler color test has answered the need for an easy-to-give, comprehensive, low cost color blindness test. It is the result of more than ten years of scientific investigation, development and validation by eminent optical authorities.

The test not only detects people who have Red-Green and/or Blue Yellow color blindness but also types the deficiency and estimates the degree of defective color vision present.

The new improved Second Edition takes advantage of several years of field experience. Now, the new manual, instructions, scoring sheets and order of presentation make the test even easier for the practitioner to give and easier for the patient to understand. The total content of the test remains unchanged. The universally understood recognition symbols remain the same; a circle, cross and triangle. The ingenious pattern of the plates allow no clues for memorization.

*Ask your Sales Representative
for a demonstration or write:*



What's New . . .

Mobile Study Unit Has Vinyl-Clad Seat

Five-ply birch or maple seat, reinforced plastic back and plastic laminate top are standard on the mobile Samsonite Study units. Optional finish in units with 16 and 17-inch chair heights is Samsonite PlastiShield textured gray or brown vinyl-clad



steel for seats and backs. PlastiShield is a vinyl laminated to steel product which is described as virtually indestructible, stain-proof, slashproof, burnproof and generally constructed to prevent vandalism.

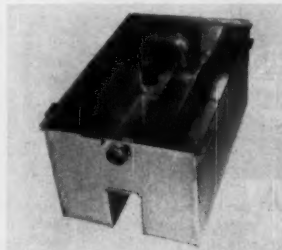
The new Samsonite Study Desks combine the comfortable, compound curve of the student chair with a coordinated and firmly supported top to form a complete mobile study unit. Desk top heights are scaled to seat heights and the desks are available with lift-lid book boxes or with book rack under the chair seat. The tubular steel frame is designed for seating comfort and is available in any of four classroom colors. The enamel finish is electrostatically applied on bonderized steel for maximum resistance and durability. Shwayder Bros., Inc., 4270 High St., Detroit 29, Mich.

For more details circle #549 on mailing card.

Sanitary Interceptor Cuts Maintenance Costs

Designed and built by a sanitary inspector who knows the problems of grease interception, the new Sanitary Interceptor can be installed inside or outside a building and is simple and easy to operate. Installed below the water and grease line, the new unit has a grease capacity of 58 pounds.

Made of heavy gauge non-corrosive stainless steel with standard copper and brass fittings, the Sanitary Interceptor is



opened by a flip of the catch for easy and quick cleaning. The interceptor is available in larger capacities where required. It has no moving parts or baffles and operates on a new principle of grease interception for efficiency and easy maintenance. Sanitary Interceptor Sales, Inc., 2060 McGregor Blvd., Fort Myers, Fla.

For more details circle #550 on mailing card.
(Continued on page 168)



1958



1959



1960



1961



1962



1963



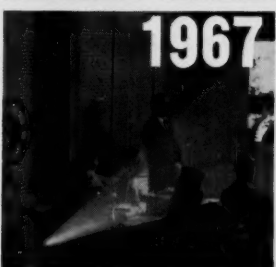
1964



1965



1966



1967



1968



1969



1970



1971



1972

Flexalum
AUDIO-VISUAL
BLINDS

OVER THE YEARS

Flexalum Audio-Visual blinds
will be your most economical,
most practical
classroom window covering!

FLEXALUM A-V BLINDS GIVE YOU EVERYTHING FROM FULL DAYLIGHT (WITHOUT GLARE) TO "PROJECTION" DARKNESS—yet they *cost less to install* than any combination of black-out and conventional window covering. What's more, they *cost less to maintain*, too. Flexalum's special spring-tempered aluminum, wipe clean plastic tape and nylon cord give years of trouble-free service. (That's certainly a comfort in these days of ever-increasing maintenance costs.) And, the greater number of slats per blind, special tape construction and light trap channels enable you to turn any classroom into a dark auditorium at the flick of a cord. Less light comes in... less money goes out—with Flexalum A-V blinds... sold with a written five year guarantee by Hunter Douglas Aluminum Division of Bridgeport Brass Co.

Hunter Douglas Aluminum Corp.
405 Lexington Ave., New York 17, N. Y.

(NS 4-58)

I am interested in getting (at no obligation) ☐ specification data
☐ cost estimates on Flexalum® Audio-Visual Blinds

NAME.....TITLE.....
(Please Print)

SCHOOL.....

ADDRESS.....

CITY.....STATE.....

What's New ...

Folding Chair Has Tablet Arm



A large, sturdy writing surface that folds compactly into minimum space for easy storage is provided on the new Bela 1157 model Tablet Arm Folding Chair. The enamel frame is offered in seven decorator colors with gold bronze and chrome plate finishes also available. The tablet arm is available in either natural plywood or simulated marproof plastic. Seats of steel, plywood or foam-rubber upholstery are optional. The non-tip chair has pinch-proof hinges, full length seat brace to support the tablet arm, and is double braced and bronze welded for strength and rigidity.

BeLa Division, J & J Tool & Machine, 9505 S. Prairie Ave., Chicago 28.

For more details circle #551 on mailing card.

Plastic Floor Finish Is Lustrous and Non-Slip

Non-slip safety plus a lustrous finish without buffing are features claimed for "Luster-Safe" plastic floor finish. No wax is used as Luster-Safe is made of non-tacky, long-lasting plastic which is easy to apply and does not discolor. It is water-resistant and seals the floor. Luster-Safe is available in one, five, fifteen, thirty and fifty-five gallon sizes. Edward Don & Co., 2201 S. LaSalle St., Chicago 16.

For more details circle #552 on mailing card.

Steel and Rubber Mats Have Many Uses

Everwear Banner Mats in a full line for every mat need have been added to the line of playground, swimming pool and kindergarten equipment and basketball backstops available from Everwear Manufacturing Company. Steel, steel and rubber, and rubber mats and matting are offered in the new line. Entrance mats to trap dirt at the doors and prevent slipping and tracking are offered in sizes for all standard doors. Steel mats for dragging athletic fields are available, as are corrugated rubber and sponge rubber mats and runners, rubber link mats in colors, shower mats, wood strip mats and other mats for every purpose. Everwear Mfg. Co., Inc., P.O. Box 284, Newport, Ky.

For more details circle #553 on mailing card.

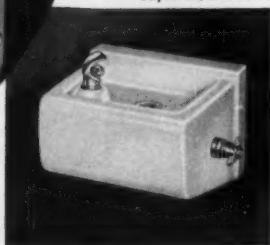


**NEW
KOHLER**

*Drinking
Fountains*

Millbrook, K-5264-A

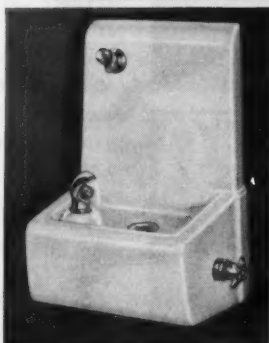
Saybrook, K-5260-A



Easy to clean and maintain

Practical designs, in sparkling, easy-to-clean vitreous china, provide sturdiness and convenience for school use. Fittings are all-brass, chromium-plated. Brass affords maximum wear-and-corrosion resistance.

Compact bubbler at user's left—with opening well above the fountain rim—delivers a drinking mound of correct angle and height. Automatic regulator keeps volume uniform under varying pressures. Adjustable for continuous flow. Bubbler head is non-squirting; metal guard prevents mouth contact with water source. Chromium-plated brass panel protects floor from dripping due to condensation.



Highbrook, K-5268-A
with push-button glass filler.

KOHLER CO. Established 1873 KOHLER, WIS.

KOHLER OF KOHLER

Enameled Iron and Vitreous China Plumbing Fixtures • Brass Fittings
Electric Plants • Air-cooled Engines • Precision Controls

Indirect Lighting System in Sunbeam "Sightline"

A new, totally indirect lighting system



is announced in the Sunbeam "Sightline." Designed to "take the squint out of seeing," the "Sightline" is the result of years of research and experiment. Its uniform brightness ratios create the illusion of a luminous ceiling and are accomplished by a balancing of downward and upward components of light in conjunction with a scientifically devised V-shaped slotted reflector.

The new development is designed for use in classrooms, offices, art rooms and other areas where critical viewing conditions are demanded. It combines in one unit a modern luminaire design with a basic lighting system. Features include minimum use of cross-channels in the design, an open, linear look, an exclusive spring-loaded leveling device and integration of polystyrene extruded diffuser panels with metal. The unit is insulated against dirt, dust and bug accumulations. Sunbeam Lighting Co., 777 E. 14th Place, Los Angeles 21, Calif.

For more details circle #554 on mailing card.

(Continued on page 170)



converts
a 210-capacity cafeteria
to a 385-capacity auditorium
in 15 minutes!

MEIER BENCH-TABLE **is QUICK-CHANGE for SEATING-TO-EATING**

Designed for hard use in any multi-purpose room, the Meier Bench-Table is made of high density cast aluminum with an easy-to-clean Formica (or other high pressure plastic) top. Both form-fitting seat and back are lumber core plywood. The entire table is finished with silicon resin for lifetime durability. Only two moving parts! Unit cost of bench-table is only slightly higher than conventional folding table and 5 chairs it replaces!

- Can be converted 5,000 times without adjustment!
- In normal use, should last 20 years!
- Eliminates storage space!
- Saves time and money — converts cafeteria to auditorium in 15 mins.!
- Replaces conventional folding table and 5 chairs!

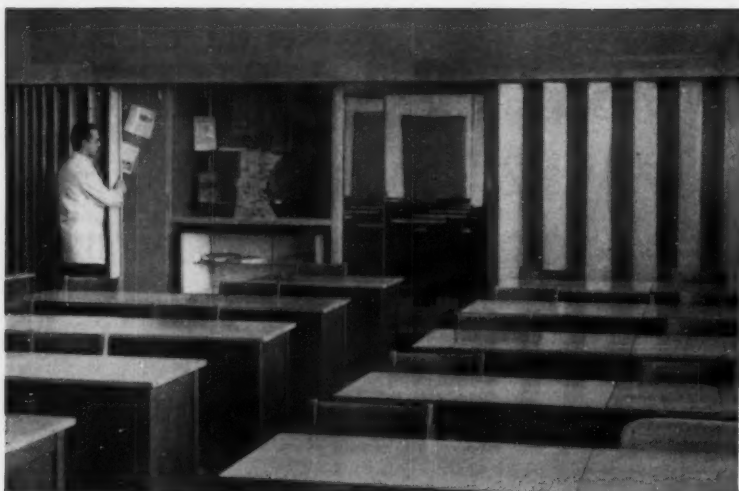


FREE with each shipment! 2-wheel dolly slips under baseboard for effortless moving.



MEIER MANUFACTURING CORP.
LITHONIA, GEORGIA

NOTE: EXCLUSIVE DISTRIBUTORSHIPS STILL AVAILABLE IN SOME LOCALITIES! WRITE FOR DETAILS!



Here's just one of the jobs Bemiswall® Doors can do for you . . . economically

Patrick Henry High School in Minneapolis, a pioneer in vocational training, uses Bemiswall Doors to conceal . . . until ready for use . . . the display counters and other material required in classroom training for retail sales work.

Bemiswall—the folding partition with a hundred uses—offers the advantages of smooth and noiseless operation, long life, lightweight, extreme compactness when folded, fire-resistance, noise-control, easy installation, freedom from mechanical troubles . . . and due to simplified design, the cost is often as much as 40 percent less than other folding partitions.

Other uses for Bemiswall in schools

- Subdivision of space for classrooms
- Concealment of wardrobe areas
- Enclosure of cafeterias or lunchrooms
- Adaptation of temporary school buildings
- Subdivision of gymnasium area

Mail this coupon for a sample of Bemiswall material and a booklet with detailed information about uses, construction, benefits, sizes, installation . . . and including a series of pertinent case histories.

**Transwall
Coated
Products
Plant**

Bemis Bro. Bag Co.

Transwall Coated Products,
610-U South Fourth St., Minneapolis 15, Minn.
Please send Bemiswall Door booklet and sample of
Bemiswall material.

Name _____

School _____

Address _____



City _____

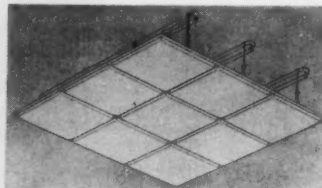
Zone _____

State _____

What's New . . .

Wakefield Ceiling Permits Design Variants

In addition to efficient lighting, the new Wakefield Ceiling permits a variety of ceiling designs through the combination



of standard components. Diffusers and louvers varied as to style, pattern, texture, material and size are available for selection in planning the ceiling. Baffles are incorporated both as sound absorbers and as color accents. Color filters for the two by two-foot patterned diffusers come in standard pastel tints of pink, yellow and green where color accents are desired. The new ceiling is designed for freedom of planning and ease of installation. The Wakefield Company, Vermilion, Ohio.

For more details circle #555 on mailing card.

Self-Contained Electric Plants Are Economically Priced

Savings in cost with dependable efficiency are stressed as features of the new HC series of water-cooled, revolving-armature Onan 10 and 15 KW electric plants. Available in 10,000 or 15,000 watt A.C. size ranges, the new series is completely self-contained. Full-rated electric power for all types of standby emergency applications is provided by the gasoline-engine-driven units. D. W. Onan & Sons, Inc., 2515 University Ave., S.E., Minneapolis 14, Minn.

For more details circle #556 on mailing card.

Plate Covers in Styrene Plastic

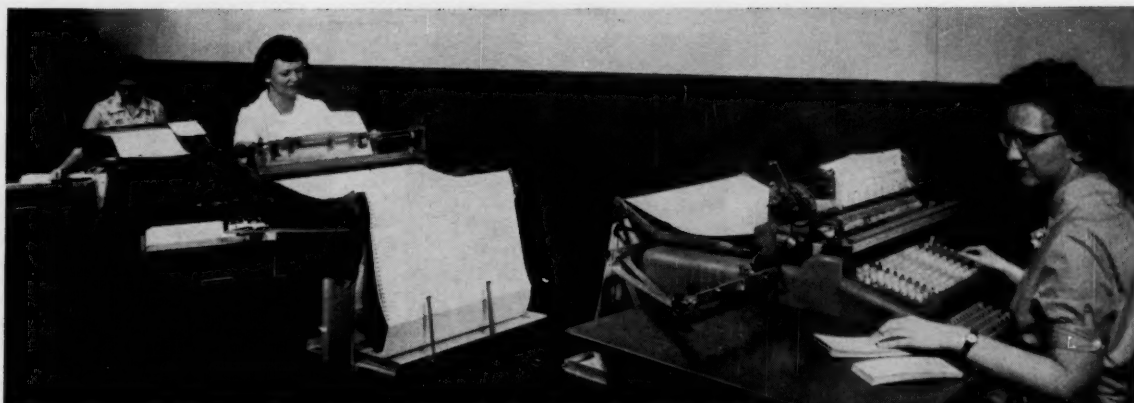
Plate lunches and other meals are kept warm longer with plate covers. The new line of styrene co-polymer dish covers recently introduced is readily stacked and causes minimum noise in handling. Available in three sizes, the plastic covers require no preheating, yet hold heat in food for longer periods. They are light, strong,



durable and chemical resistant. They clean easily and are available in gray, coral, turquoise, buff and a crackled finish. Chicago Molded Products Corp., 1020 N. Kolmar Ave., Chicago, 51.

For more details circle #557 on mailing card.

(Continued on page 172)



SIMPLE OPERATION of these Nationals speeds work and improves employee morale.



INCREASED ACCURACY and more efficient accounting are valuable features of this National Accounting Machine.



JOHN J. SINDER, Controller of the Electro Motive Mfg. Co., Inc.

"Our *National* System
saves us \$10,680 a year...
pays for itself every 14 months!"—Electro Motive Mfg. Co., Inc.
Willimantic, Connecticut

"Business expansion creates accounting problems, but we were able to solve ours with the installation of a National System," writes John J. Sinder, Controller of the Electro Motive Mfg. Co., Inc. "The replacement of costly manual bookkeeping with automatic Nationals has resulted in fewer errors and misunderstandings, thereby increasing savings for us!"

"We use Nationals primarily for Payroll accounting. These machines are responsible for substantial reductions in bookkeeping costs and supply us with a clear financial picture

of our operation. The National System was easy to introduce to our employees, and we feel that its ease of operation was a prime factor in maintaining good employee morale.

"In terms of overall savings and control, our National System saves us \$10,680 a year, pays for itself every 14 months."

John Sinder

Controller of the
Electro Motive Mfg. Co., Inc.

Your company, too, can benefit from the time- and money-saving features of a National System. Nationals pay for themselves quickly through savings, then continue to return a regular profit to you. For complete information, call your nearby National representative today. You'll find him listed in the yellow pages of your phone book.



*TRADE MARK REG. U. S. PAT. OFF.

National

ACCOUNTING MACHINES.

ADDING MACHINES • CASH REGISTERS
NCR PAPER (NO CARBON REQUIRED)

THE NATIONAL CASH REGISTER COMPANY, Dayton 9, Ohio

989 OFFICES IN 94 COUNTRIES

What's New ...

Heavy-Duty Saber Saw Is Portable Tool

An entirely new saber saw is offered by Stanley Works for shop and maintenance work. The heavy-duty unit is ruggedly constructed for long service and will cut through a full two inches of lumber, as well as cutting metal, plastics and veneers, composition board, rubber and leather. Twenty-one different blades are available for use with the new saw and a single screw holds the blade selected in rigid position. Vibration is reduced to a minimum by a special mechanism and a chip blower clears the guide line. The H75 Saber Saw is cool and comfortable to handle and is



available in the heavy-duty saber saw kit H775. Stanley Electric Tools, div. The Stanley Works, New Britain, Conn.
For more details circle #558 on mailing card.

Plastic Coating on Seat Grab Rail

Rub-Bub Dekorons Stanchions and Seat Grab Rails are constructed of 18 gauge metal tubing over which is extruded a coating of Marvinol plastic in silver-gray color, containing powdered metal. The new type product for school buses has all the strength of metal with ready visibility, color and warm touch. Low maintenance is another advantage. Bonded to the metal core tube both chemically and mechanically, the Marvinol plastic does not crack, peel or chip and its inherent toughness prevents vandalism. Samuel Moore & Co., School Bus Products Div., Mantua, Ohio.

For more details circle #559 on mailing card.

Frozen Fruit Concentrates in Institutional Sizes

Starting in the New York metropolitan market, institutional size containers of Dole frozen pineapple-citrus juice concentrates are now available. The 32-ounce institutional size includes pineapple-orange and pineapple-grapefruit blends. Both blends are highly nutritious and are enriched with vitamin C. Each can reconstituted makes a gallon of juice. The institutional sizes will be made available in other areas as rapidly as supplies permit. Dole Hawaiian Pineapple Co., 5th & Virginia St., San Jose, Calif.

For more details circle #560 on mailing card.

Fast Starting Motor Unit for Floor Machines



An improved electronic starting switch combined with two capacitors ensures fast starting for the new General Electric Form G motor on Multi-Clean floor and scrubbing machines. The all-new gear head motor unit reaches full working speed almost instantly. The streamlined motor unit is incorporated into 14, 18, 19, 22 and 31-inch Multi-Clean floor and scrubbing machines. Multi-Clean Products, Inc., 2277 Ford Pkwy., St. Paul 16, Minn.

For more details circle #561 on mailing card.
(Continued on page 176)



ORDER YOUR NEW FURNISHINGS SHIPPED UNCRATED
AND **SAVE** Via North American Van Lines
CRESTON DIVISION

FROM FACTORY TO YOUR DOOR
THE DAY YOU SPECIFY

HOW YOU SAVE

Your equipment comes uncrated in the big, clean, padded North American vans, direct from factory to your door the day you specify! No storage, no excess handling, no pileup, no local drayage. You also save crate material and labor, crate weight and uncrating cost . . . and Creston is 100% liable for safe delivery!



HOW
TO
CUT
COSTS

MAIL COUPON FOR FACTS ABOUT
CUTTING COSTS & SAVING TIME

North American Van Lines, Creston Div.
Dept. S, World Headquarters, Fort Wayne, Indiana

NAME _____
ADDRESS _____
CITY _____ STATE _____



MATICO tile supplies the right answer to your school's flooring problem

From the gymnasium to the principal's office . . . from the cafeteria to the classroom . . . Matico Tile passes the demanding school flooring requirements with flying colors. Whether it's low-cost, durable Asphalt, long-wearing, easy-to-maintain Vinyl-Asbestos, comfortable noise-stilling Rubber or distinctive, luxurious All-Vinyl, the complete Matico line gives you the right tile for virtually every school area.

Quality-controlled by AccuRay, Matico is produced under rigid laboratory supervision . . . your assurance that Matico will always measure up to your rigid specifications. No wonder so many school executives (and school architects) look to Matico when selecting tile flooring. Consider it for your school.

MASTIC TILE CORPORATION OF AMERICA

Houston, Tex. • Joliet, Ill. • Long Beach, Calif. • Newburgh, N. Y.

Rubber Tile • All-Vinyl Tile • Asphalt Tile • Vinyl-Asbestos Tile • Plastic Wall Tile



Mastic Tile Corp. of America,
Dept. 24-4, P.O. Box 128, Vails Gate, N. Y.

I would like to have more information about
Matico Tile Flooring.

- ☐ Have your Representative call
☐ Send me literature

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City _____


Zone _____

State _____


When a certain school system recently built



four elementary schools


they excluded kitchens  and cafeterias.

Hot meals  are prepared by

one central kitchen  and served in

multi-purpose rooms directly from

NACO  HCP Electric food carts.

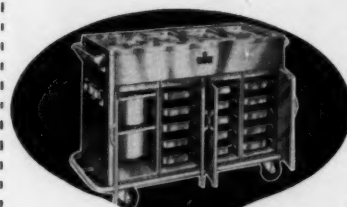
RESULT: enormous savings  in school construction, maintenance, labor and food costs.

For brochure and case histories of schools

write: **ATLAS**

Division

NATIONAL CORNICE WORKS, 1323 Channing Street, Los Angeles 21, Calif.



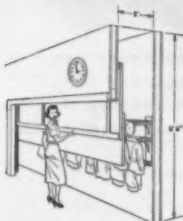
**NACO
HCP
ELECTRIC
FOOD
CART**

cafeteria
on wheels

- Serves 373, 26 oz. meals (*full-course meal for children)
- Serves 220, 44 oz. meals (full course meal for adults)
- Easily cleaned. No cracks or crevices to catch dirt, food particles.
- Models HCP-165 and HCP-2000 finished in either standard or deluxe stainless steel.



NEW Barcol WARDROBEDOOR
only \$240* ... saves building costs
increases space utility
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Free manual now ready—

Ask your Barcol distributor (under "doors" in phone book) or write direct for free copy. **WARDROBEDOOR** is ideal for mounting chalkboard or tackboard, glides up easily for completely clear access to wardrobe ... floor and aisle unobstructed ... wardrobe requires only 2 ft depth. Discuss it with your architect or engineer.

*f.o.b. Rockford, 10' x 6' door.

BARBER-COLMAN COMPANY

Dept. NB84, Rockford, Illinois, U.S.A.

**cart it
don't carry it—
in new**

GRADE-AID

**all-steel classroom
supplementary
equipment**

GRADE-AID all-steel units are designed to fit 100-and-1 classroom needs! Mounted on easy-to-roll casters, they add extra working and storage space to any classroom. Built to last the life of the school.

Write for full details on the complete line of **GRADE-AID School Equipment** today.

GRADE-AID

SCHOOL EQUIPMENT MANUFACTURING CORPORATION
46 Bridge Street, Nashua, New Hampshire

Subsidiary of The Maine Manufacturing Company, Established 1874
SOME TERRITORIES OPEN FOR REPRESENTATION



**mobile
CLAY
CART**

Stainless steel bowl ... Steel cover ... non-marking rubber bumper.



**mobile
UTILITY
CART**

Melamine plastic top work surface ... non-marking rubber bumper.



**mobile
BOOK
CART**

An ideal "library" to meet classroom book storage requirements.



**mobile
TOY
CART**

Excellent storage unit for toys. Melamine plastic top toy cart shell—optional.

The NATION'S SCHOOLS

Accepted Procedure...

against
**Athlete's
foot**
with modern
DOLGE
Fungicides

DUSTING Alta-Co Foot Powder on the feet and inside shoes

FOOT BATH Alta-Co Powder dissolved in water for group prophylaxis

FLOOR WASH H.D. Fungicide diluted in 300 parts water—mop on floor

Write for
Booklet on
Athlete's Foot
Control

Dependable
DOLGE
WESTPORT, CONNECTICUT

UNSURPASSED EDUCATIONAL TOOL

Rauland

CENTRAL CONTROL SCHOOL SOUND SYSTEM

The RAULAND S220 All-Facility Console provides the most modern aid for smooth administrative control of the entire school plant. This remarkable Dual Program Channel system performs every conceivable communications function: it distributes administrative information, radio broadcasts, recorded music, school entertainment, instruction—including instant 2-way intercommunication with all classrooms. Here is the last word in Central Control School Sound—designed and built to remain modern for years.



Model 5220
for up to 80 rooms

Your Choice of Every Desirable Program Facility

FM-AM Radio

Selects any radio program on FM or AM for distribution to any or all rooms.

Intercom Channel

Permits 2-way conversation with any room (serves as second program channel).

Phonograph

Available with 4-Speed Automatic Record Changer and/or Transcription Player.

Microphones

Selects and distributes programs from any of 3 microphone locations.

Includes One-Operation Emergency, All-Call and Pre-select Switches. System is available for as few as 20 rooms; expandable at any future date to a maximum of 80 rooms.

Other RAULAND Systems are available with capacity up to 160 classrooms. RAULAND Public Address equipment is also available for athletic field sound coverage.

Rauland

Pioneers in
School Sound

WRITE FOR FULL DETAILS

RAULAND-BORG CORPORATION

RAULAND-BORG CORPORATION
3535 Addison St., Dept. N, Chicago 18, Ill.

☐ Send full details on all RAULAND School Sound Systems.

We have _____ classrooms.

Name _____ Title _____

School _____

Address _____

City _____ Zone _____ State _____

What's New ...



13' 10" TABLES and BENCHES QUICK USE-FAST CLEARANCE



STORED IN A STEEL
WALL CABINET
...
EASY TO ROLL OUT
OR LOCK BACK IN
...
SIMPLE OPERATION

Mitchell FOLD-O-LEG TABLES and BENCHES Doubler



Overall cabinet size 7'2" high, 5'4" wide, 6 1/2" deep. Cabinet can be recessed in-the-wall or fastened against-the-wall.

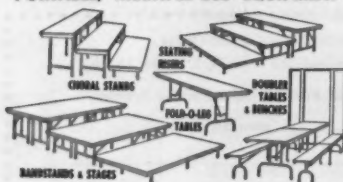
VERSATILE, SAFE UNITS THAT CAN BE USED ATTACHED OR DETACHED FROM THE CABINET



The modern way to increase the use of gymnasiums, halls or classrooms.

Tables and benches are separate units that can be kept attached to cabinet for quick lunches, arts and crafts, etc., or rolled free for banquets, games and other activities where tables are needed. Choice of top materials in many patterns and colors.

A COMPLETE LINE OF SPACE-AVING, PORTABLE, MULTIPLE-USE EQUIPMENT



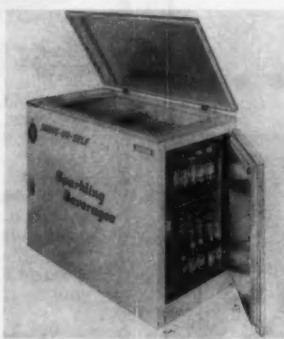
Write for Descriptive Folders

MITCHELL MFG. CO.

2734 S. 34th St. • Milwaukee 46, Wis.

Bottled Beverage Vendor Saves Space

The new QuiKold Model 65 "Space-Sav'r" Selective Vendor has a 66-bottle vending capacity and permits a choice of



up to six different soft drinks. It has a two and one-half case pre-cooling capacity, is readily portable and has a tamper-proof coin unit which accepts pennies, nickels and dimes. S & S Products, Inc., Dept. 58, P.O. Box 1047, Lima, Ohio.

For more details circle #562 on mailing card.

Low Cost and High Fire Rating for Flush Hollow Metal Doors

A three-hour Class A fire rating, plus half the installed cost of earlier models, are features mentioned for the new Overly flush hollow metal doors. They feature a standard heavy duty mortise lock, permitting a lighter weight, less expensive door with the favorable characteristics of the heavier models. The doors are designed for use in firewalls or division walls, switch gear and transformer rooms, film and record storage rooms, boiler and heater rooms.

Overly Mfg. Co., Greensburg, Pa.

For more details circle #563 on mailing card.

Aluminum Work Platform Telescopes for High Areas

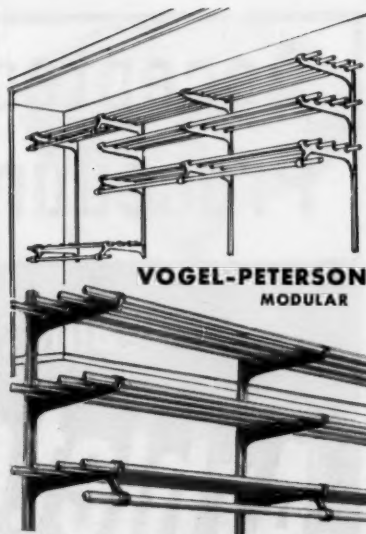
A lightweight unit, easily assembled by one man, is available in the Tallescope for overhead spot maintenance at heights up to 30 feet. It is 29 inches wide for easy passage through doorways, and separates into three components for convenience in storage or transportation. The Tallescope is designed for easy handling while providing a sturdy work platform at needed elevations in open areas such as gymnasiums or by bridging over seats as in auditoriums.



Up-Right Scaffolds, 1013 Pardee, Berkeley, Calif.

For more details circle #564 on mailing card.

(Continued on page 178)



VOGEL-PETERSON MODULAR

CUSTOM-LINE

Aluminum HAT and COAT RACKS

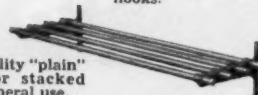
Tailored to fit any given wall area. Die cast aluminum brackets adjustable to exact centers ... also adjustable as to height without removing from wall.

3 BASIC SHELVES

1. Hat shelves with hanger bar for coat hangers.



2. Hat shelves with staggered cast aluminum coat hooks.



3. Hat or utility "plain" shelves for stacked tiers for general use.

RIGID OR ADJUSTABLE MOUNTING

Brackets mount with standard fasteners directly on wall or in extruded slide mountings that permit easy change of heights.

Cast aluminum coat hooks can be staggered along the bottom shelf to give great capacity in small space.



MODERN ANODIZED FINISHES

Tubing comes in clear, or gold color, deep etched anodized finishes ... with closed ends. Cast aluminum brackets and hooks come in black, silver luster or brass hammertone finishes. All combinations available.

FLOOR LAYOUT SERVICE

Let our cloakroom and checkroom specialists suggest equipment requirements and efficient layout. Just send outline of available space, capacity desired and nature of load. No obligations, of course.

Write for Catalog CL-25

113

VOGEL-PETERSON CO.

1121 W. 37th St. • Chicago 9, Ill.



From his desk, Dr. J. C. Witter, Superintendent of Schools, Caney, Kansas, is in instant two-way conversation with teachers.



Teacher saves steps; she answers calls from any point in room. Call from principal is announced by bright red privacy light. Teacher can also call principal.



Portable amplifier and loudspeakers provide P.A. facilities for the auditorium, gym and athletic field . . . including announcements to spectators.

For schools with low-budget problems

Executone provides complete communications, classroom privacy

Caney, Kansas, schools get all the many features of expensive console sound systems with simplified, low-cost Executone intercom. This inexpensive, all-purpose system saves time and energy for teachers and principal, increases administrative efficiency. Schoolwide announcements can be made from the principal's desk. School programs, recorded music, speeches, special events, emergency dismissals, every form of sound system transmission can reach all school areas, as well as individual classrooms.

You get these plus advantages with Executone:

- **Lower Cost**—Expensive console features now possible with new simplified wiring circuit.
- **Easy to Operate**—No complicated, confusing control panels.
- **Easily Installed** in existing schools. In new construction, additional savings possible on wiring.
- **Small Initial Investment**—Starting with intercom, schools can add sound system features as required.
- **Space Saving**—Principal's compact control station needs only small fraction of space required by console.

More time for teaching! Teachers like the system. It saves them steps, time and energy . . . so students benefit, too! Find out what Caney schools have learned . . . how Executone School Intercom can improve *your* school administration. Just send coupon for more information.

Executone

SCHOOL COMMUNICATION SYSTEMS

Manufacturers of School-to-Home telephone equipment for shut-ins

EXECUTONE, INC., Dept. J-8
415 Lexington Ave., New York 17, N. Y.

Without obligation please send:

- ☐ Complete details on Caney Schools' communication set-up
- ☐ Other free descriptive literature.
- ☐ Name of local representative.

Name _____
School _____
Address _____
City _____ Zone _____ State _____

In Canada—331 Bartlett Ave., Toronto

What's New ...

Vidicon TV Camera for Closed-Circuit Use

A new camera for use in educational and other closed-circuit television systems is announced by RCA. Designed for use either as the foundation of an expandable system or as an addition to a system already in operation, the new RCA ITV-201 TV camera chain includes a compact, portable vidicon-type TV camera; a separate, self-contained control unit, and a viewing monitor. The complete chain is economically priced, the cost varying according to requirements.

The new ITV-201 broadens the RCA TV line to three different types of closed-



circuit systems. The new camera chain is engineered to meet changing and increasing TV needs. The camera and control unit are specifically designed for operation as a core of a multiple camera system incorporating other cameras and control units, additional TV monitors and accessories. The camera weighs only eight pounds and TV monitors are available in screen sizes ranging from 12 to 27 inches. Radio Corporation of America, 30 Rockefeller Plaza, New York 20.

For more details circle #565 on mailing card.

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High Sound Absorption In Embossed Travertone

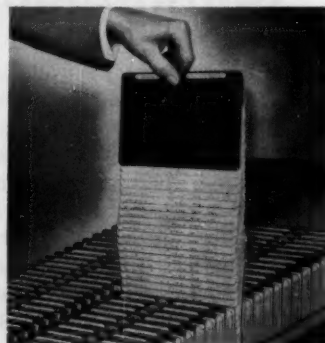
"Ridges and valleys" that are directional but irregular furrow the face of the new Embossed Travertone mineral wool acoustical material introduced by Armstrong. The relief surfaces not only contribute to the design, but give the acoustical tile high sound-absorption efficiency. The acoustical properties of the new material are said to be comparable to those of standard fissured mineral tile.

Available in 12 by 12-inch tiles, $\frac{3}{4}$ inch thick, the new material is factory-coated with a white latex paint finish and is incombustible. It may be cemented to an existing ceiling or installed through mechanical suspension. It is easily cleaned and may be repainted without appreciable loss of acoustical efficiency. Armstrong Cork Co., Lancaster, Pa.

For more details circle #566 on mailing card.

Activisable Record System Saves Time and Space

A new development in Acme Visible Record Files is the Activisable Record Pack. A pack of 25 record cards requires only a half-inch of filing space, yet when opened the cards lie flat in natural posting position for easy handling. When closed,



the pack fits into the small space in trays, desk or file drawers, tubs or rotaries, or can be carried in the pocket if required.

Activisable file units are removed with a single lifting motion which opens them to fully visible records. Each card is securely locked in place and cannot become lost or misfiled, yet a single card or a group of cards can be removed or attached in a matter of seconds. Cards are supplied with the hanger attached and roll smoothly through the typewriter for indexing. Acme Visible Records, Inc., Crozet, Va.

For more details circle #567 on mailing card.
(Continued on page 180)



**SCHIEBER
IN-WALL**

STEEL CAN TAKE IT!

the only **ALL-STEEL** table and bench unit!

*welded in
precision jigs*



Schieber In-Wall, the original folding table and bench unit for schools and still the only one built of steel, has an enviable record: The first In-Wall installation, made 27 years ago, is still in daily use. Thousands of these units have been installed across the country and in many communities it is the only equipment architects and school officials will consider. In the long run In-Wall is the lowest cost lunch room seating equipment you can buy. Write for our catalog.

IN-WALL
COMPAC-FOLD
MOBIL-FOLD
TRANSI-FOLD

SCHIEBER

**FOLDING
TABLES
&
BENCHES**

**12955 Inkster Road
Detroit 39, Michigan**

What's New ...



COOKING AND SEWING ROOM FURNITURE

For more than sixty years Peterson furniture has set the pace for style and design. Peterson engineers and leading educators, studying together the requirements of school furniture under actual working conditions, have built into each piece of equipment a quality and workability that has made Peterson the leading choice of educators for many years.

Our representative will gladly assist in any problem you may have . . . or if you prefer, write on your letterhead for our illustrated catalog.

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STACOR EQUIPMENT

a better investment . . . for your students
... for your capital budget
... for your maintenance budget

FLEX-MASTER Multi-Student INDIVIDUALIZED DRAWING UNITS

A NEW functional unit from the mfrs. of LIFETIME QUALITY Drafting, School & Library Equipment.

Dealer inquiries invited.

Provide horizontal storage space for drawing boards & personal tools

Here are drawing surface, reference surface and private storage space for each student. Drawers have separate locks, masterkeyed . . . hold individual drawing boards up to 20" x 26", horizontally, with room for T-square, instruments and other material. Space-saving, economical, efficient. Students' work is undisturbed between classes, no need to re-set up material. Individual expression . . . unhurried work is encouraged.



Cat. No. DU 1000. 10-Drawer Multi-Student Unit with Dual Drawing Tables. One of the many combinations possible from six basic styles designed for groups of 6, 7, 9 and 10 students. Drawing tables attach to right or left of cabinet unit. Shipped K.D.

Write today for NEW Catalog

STACOR EQUIPMENT COMPANY

311 Emmet St., Newark 5, N.J. • Bigelow 2-6600

Automatic Control Package for Unit Ventilators

The new Barber-Colman Automatic Control Package is specifically designed for controlling combination hot and chilled water classroom and office unit ventilators. Combining a dual element, unit-mounted room and discharge controller with an oil-submerged spring return motor operator and a change-over thermostat, the control package provides a precise control system for both room and discharge temperatures. Both assemblies are pre-wired and equipped with plug-in cables to facilitate easy installation of the complete control system.

The control change-over from heating to cooling is automatic with the new control package. The strap-on thermostat activates the unit ventilator control system according to the need and the spring return motor operator ensures positive closing of outdoor air damper on fan shutdown and maximum convection when required. Being mounted within the unit, the dual element thermostat is immune to tampering by unauthorized personnel and is protected from chalk dust and dirt problems and the problem of finding wall space for mounting. Barber-Colman Co., Rockford, Ill.

For more details circle #568 on mailing card.

McBee Handprinter Is Portable Duplicator

Reproduction of fixed information such as names and addresses is facilitated with the new McBee Handprinter. The port-



able, spirit-type duplicator employs an aperture Keysort ledger card as the duplicating master. It speeds up heading of records, addressing envelopes and other work where simple information must be reproduced, while eliminating errors in spelling and other information. Royal McBee Corp., Port Chester, N.Y.

For more details circle #569 on mailing card.

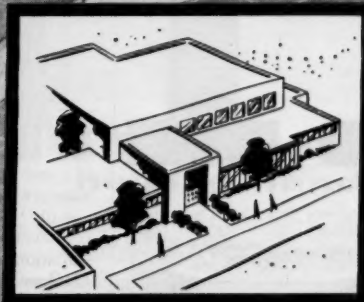
Felt Tip Cado-Marker Writes on Any Surface

Large, bold lettering or writing in a variety of colors is possible with the new felt tip Cado-Marker. Waterproof "Instant-Dry" Flo-Master Ink is used in the marker which will write or mark on wood, metal, glass, plastic, paper, fabrics or rubber. It is available in single units and in kits of four, six or eight with eight assorted colors. The Cado-Marker can be used for making flash cards, charts and posters as well as for marking personal belongings of teacher and pupils. Cushman & Denison, Carlstadt, N.J.

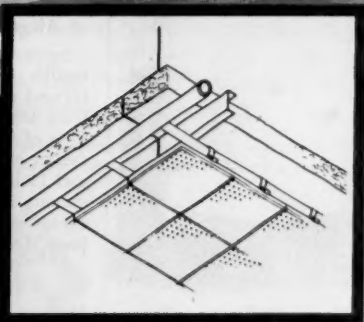
For more details circle #570 on mailing card.

(Continued on page 182)

**THERE IS NO OTHER
Heating method that can
provide so much comfort
so efficiently
or so economically**



The BURGESS-MANNING Radiant Acoustical Ceiling



The only completely integrated Radiant Heating, Cooling and Acoustical Ceiling

Heating by Radiant Energy is Nature's own method of providing body comfort—Burgess-Manning has adapted it successfully, efficiently and economically for today's institutional buildings. The Burgess-Manning Radiant Acoustical Ceiling offers Radiant Heating, Radiant Cooling (if desired) and Acoustical Control, all in one integrated unit. It provides body comfort independently of air movement—temperatures are uniform throughout the room with no hot or cool spots—and there is no appreciable temperature variation from floor to ceiling. The floors of a Burgess-Manning radiantly heated room are always warmer than room temperature—an important feature where children are concerned. Response to thermostatic control is virtually immediate with no lag or over-run.

In addition to these advantages the Burgess-Manning Radiant Acoustical Ceiling offers fuel economy, more useful building space and floor area, plus greater architectural freedom of design all at no additional cost!

The Burgess-Manning Radiant Acoustical Ceiling belongs in your schools—get the complete story now.

Write for
Burgess-Manning Catalog 138-2N

Remember
Your Building is Better —
Your Building Budget No Bigger



BURGESS-MANNING COMPANY

Architectural Products Division
5970 Northwest Highway, Chicago 31, Ill.

What's New ...



Steam Jacketed COOKING KETTLES Fully Automatic Electrically Heated

Hubbert presents Model EHK-SR, a completely self-contained cooking unit that permits greater flexibility in kitchens employing multiple units, since each fully automatic unit is fired separately.

Available in 20 to 80 gallon sizes; engineered for lifetime service and complete safety in operation.

Write for Folder A-23. Address Dept. N.

SINCE  1903

HUBBERT

1311 PONCA ST., BALTIMORE 24, MD.

Year 'Round Unit for Room Air Conditioning

Available in cabinet or recessed models, vertical or horizontal, with combination cooling and heating coils, combination direct expansion and steam coils, and



three control kits, the new CR is a versatile year 'round room air conditioning unit. Summer cooling and winter heating are equally effective. Variety in choice of construction and type and manner of installation are features of the new unit. Dunham-Bush, Inc., 179 South St., West Hartford 10, Conn.

For more details circle #571 on mailing card.

Roof Ventilators of Aluminum or Steel

Spun aluminum housings are used on the smaller models of the new line of centrifugal roof ventilators for exhausting air from institutions. The larger models are built of steel but all have a low silhouette design and are offered in 10 direct-drive and 11 belt-drive sizes. Air volume in the various models ranges from 180 to 6956 cubic feet per minute. The Trane Company, La Crosse, Wis.

For more details circle #572 on mailing card.

Heavy Luminaire Hanger Simplifies Servicing

The Triplex Hanger is a new disconnecting and lowering hanger developed for use with high bay fluorescent, mercury and incandescent luminaires or clusters weighing from 60 to 120 pounds. Featuring a multiple-fall pulley system, the Triplex permits one unskilled workman to lower, relamp and clean, then reposition heavy lights within minutes. All work is accomplished at floor level with a "dead" fixture



which also encourages regular, low-cost cleaning. The new hanger is available with a wide variety of specially designed suspension assemblies to meet the requirements of diversified installations. The Thompson Electric Co., P.O. Box 873-BA, Cleveland 22, Ohio.

For more details circle #573 on mailing card.
(Continued on page 184)

FOR YOUR CLASSROOM

THE EASY
TO USE

SENSATIONAL NEW
Movie-Mite
Supreme

- Theater Quality 16mm Sound Projector
- Film Safety Trips
- Easiest to Use
- Lowest in Cost
- Lightest in Weight
- 50,000 Users Can't Be Wrong
- Lifetime Guarantee

SAVE
1/3



THE EDUCATOR'S FRIEND

Here's a professional projector for your educational and entertainment films. Precision built with rugged construction throughout. Weighs only 27½ lbs.

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AND CHEMISTRY LABORATORY**

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We manufacture our own aquariums to meet the special requirements demanded by our 38 years of progress.

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ROBERTSON 16, MISSOURI

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QUIET gives learning a helping hand

Learning, and teaching, too, are aided immeasurably when distracting schoolday sounds are arrested by Acousti-Celotex Sound Conditioning. Pupils' study and concentration, faculty morale and efficiency are improved through resulting *quiet comfort* in classrooms, auditoriums, study halls, cafeterias, lounges, libraries. Your Acousti-Celotex Distributor has the background of experience, the products, and the service facilities to help you solve your noise problem. *Mail Coupon* for a noise analysis of your institution, plus factual booklet, completely without obligation.

Shown: Acousti-Celotex Steelacoustic® Panels on a T & T® Suspension System . . . an attractive, effective sound conditioning ceiling of moderate cost.

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Sound Conditioning

Products to Meet Every Sound Conditioning Problem . . . Every Building Code
The Celotex Corporation, 120 S. La Salle St., Chicago 3, Illinois
In Canada: Dominion Sound Equipments, Ltd., Montreal, Quebec

-----MAIL NOW FOR MORE INFORMATION!-----

The Celotex Corporation, Dept. M-48
120 S. La Salle St., Chicago 3, Illinois

Without cost or obligation, please send me the Acousti-Celotex Sound Conditioning Survey Chart, and your booklet, "Sound Conditioning for Schools and Colleges."

Name _____ Title _____
Institution _____
Address _____
City _____ Zone _____ State _____



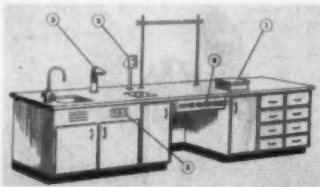
What's New ...

Instructor's Table in Woodlab Furniture

Module construction of the new line of Unit-Lab Educational Science Equipment permits complete versatility for single or multiple unit purposes. A wide range of variations is possible through the selection of basic Unit-Lab equipment with a choice of tops, fittings, sinks and storage facilities to meet specific requirements.

The instructor's tables in the new line are designed for convenience of both instructor and students. The uncluttered work tops facilitate demonstration work, and service and storage facilities are organized for easy access. Table and desk

arrangements are flexible, according to need, and the sturdy frame construction is designed for long life. A choice of top materials, sizes, arrangements and facilities



is available, resulting in instructor's tables of any size and arrangement to meet the need. The UL-104 illustrated is an eight-

foot table and desk with file-size pull-out drawers, stone sink, Lab-Volt unit, lead drain and overflow and hot and cold faucet with double gas cock. Other service fixtures are available for every need. Laboratory Furniture Co., Inc., Mineola, Long Island, N.Y.

For more details circle #574 on mailing card.

Portable Tape Recorder Imported From Italy

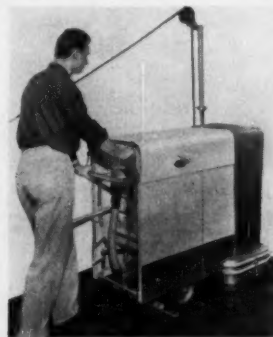
Model G-255/S is a small portable tape recorder weighing only 7½ pounds. Imported from Italy, the model is designed for educational use and measures 9⅞ by 5¼ by 5½ inches in size. It includes a microphone, tape, take-up reel and a cordovan finish carrying case. It is manufactured by Societa per Azioni Gelsolo in Milan and is of true fidelity caliber.

Operating features include a choice of 3¼ or 1⅞-inch per second tape speed; dual track recording; instantaneous push-button control of recording, rewind and playback; volume level indicator; output jack for earphones, external speaker or power amplifier; jack for use with microphone, radio, TV, phonograph or telephone, and universal adjustment for line voltages from 110 to 220 V. American Gelsolo Electronics, Inc., 312 Seventh Ave., New York 1.

For more details circle #575 on mailing card.

Multi-Purpose Floor Machine for High-Speed Cleaning

As its name implies, the new Advance Convertamatic is a multi-purpose floor maintenance machine which is readily changed for high-speed scrubbing or polishing operations. It can be used to lay the cleaning solution, scrub, pick-up the dirty solution and damp-dry a 24-inch wide swath in one operation. By changing from scrubbing to polishing brushes, or steel



wool pads, and snapping on a dry pick-up unit, a 24-inch swath can be polished and all loose dirt and dust particles picked up in the same operation.

Equipped with twin 13-inch brushes, the machine has a 12-gallon recoverable capacity vacuum unit which is easily removed for use as a portable wet-dry vacuum cleaner. The fully variable speed control permits slow operation for very dirty floors or a faster rate for less soiled areas. Advance Floor Machine Co., 4100 Washington Ave. N., Minneapolis 12, Minn.

For more details circle #576 on mailing card.
(Continued on page 186)

**THIS \$5,000,000 SCHOOL
IS PROTECTED BY**

**NATIONAL
FIRE
ALARM
EQUIPMENT**

(CLOSED CIRCUIT SUPERVISED)

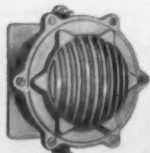


**NO. 331
HI-POWER
2-WAY HORN**

Each projector swivels to direct sound volume in any direction.

**NO. 311
HI-POWER
GRILLE-TYPE
HORN**

Mounts over any 4" outlet box.



Horns may be wired in parallel on 110 volt line if used with open circuit system.

Eberle M. Smith Associates, designers of the ultra modern Edsel Ford High School, Dearborn, wanted an adequate, dependable alarm system to safeguard life and property in this valuable institution. In selecting NATIONAL, the designers knew they could rely on the quality, dependability and performance of NATIONAL equipment. NATIONAL has been a leading supplier of clock and signal equipment for many years.

Horns are the most arresting and loudest type of signal in general use for a fire alarm, or other emergency evacuation system.

Control panels use steel cabinets, enameled red, with tumbler-locked, tamper-proof doors. Trouble light and bell automatically warn of any defect in the warning circuit. Completely approved by Underwriters Laboratory.



For complete information write for Bulletin 226

NATIONAL TIME & SIGNAL CORPORATION
21800 WYOMING AVENUE DETROIT 37, MICHIGAN



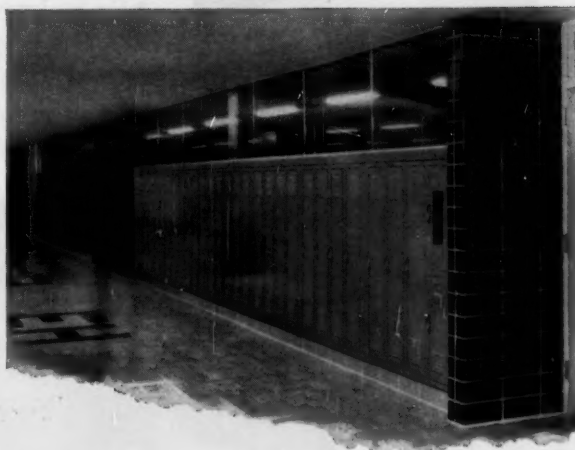
ASE SCHOOL FURNITURE

*Serves better . . .
lasts longer*

Modern ASE school furniture and lockers are quality built to last longer. They give superior and lasting service through years of hard use. Protective Bonderite coating anchors paint to metal . . . assures a permanent, handsome finish. Choice of nine modern colors, top materials of linoleum, Textolite or Formica. Write now for more information or call your ASE dealer.

*ASE Offers a Complete Line of Fine
School Furniture*

DESKS • CHAIRS • L-UNITS • TABLES • CREDENZAS
BOOKCASES • FILING CABINETS • LOCKERS
STORAGE CABINETS • BLUEPRINT FILES



See your nearest dealer or write for information



ALL-STEEL EQUIPMENT INC. Aurora, Illinois

protect your students with

the
steril-sil
SILVER HANDLING
SYSTEM



keep bacteria count at a minimum

Sanitary silverware is essential in school cafeterias to safeguard students from bacteria contamination. With the Steril-Sil System, silver is never touched from rinsing to dispensing, assuring minimum bacteria count. The Steril-Sil System speeds silver handling — makes more clean silver available during rush hours and saves valuable employee time, important factors with today's increasing school enrollments. Rugged lightweight nylon Cylinders, acid and heat-resistant, hold silver from sterilizer to serving station. Polished stainless steel Top Counter Dispensers, Unda-Bar Dispensers and Baskets are available to fit the needs of every size operation. The Steril-Sil System is low in cost and requires no maintenance.

Silver is washed in upright position in Cylinders and tumbled into empty Cylinders handles up. Silver is then carried in convenient Baskets to replace empty Cylinders in Top Counter or Unda-Bar Dispensers.

the **STERIL-SIL** company
150 CAUSEWAY ST., BOSTON 14, MASS.

In the "mile-high" city— it's *Halsey Taylor*



9 face-mounted battery types, and other models, were specified

In Denver, modern and cosmopolitan center of culture and education, as in other great cities, Halsey Taylor is the No. 1 specification for schools. It's your assurance of beauty, convenience and, above all, carefree, trouble-proof maintenance!

The Halsey W. Taylor Co.
Warren, Ohio



Sabin Elementary School, Denver, Colo.
Architects: Alfred Watts Grant & Associates
Plumbing Contractors: Natkin & Co.

fountains • coolers by

Halsey Taylor

80

186

What's New ..

Colorful Serving Trays Are Light and Strong

A new line of serving trays is available from Wear-Ever. Combining the color and durability of vinyl with the strength and light weight of aluminum, the new Beauty-Trays are available in five different sizes,



three rectangular and two oval. Permanently bonded to aluminum, the gray linen and sun tan vinyl will not fade or discolor and the trays can be washed in dishwashers. The tray bottoms are in coral linen and British brown. Beauty-Trays are constructed for long service and will not warp, crack, scratch or peel. The finish is resistant to acids, alcohol and spotting. Wear-Ever Aluminum, Inc., New Kensington, Pa. For more details circle #577 on mailing card.

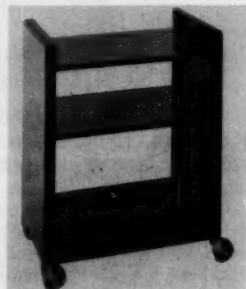
Vinyl Plastic Used for Floor Mats

Traffic King floor mats are now fabricated in vinyl plastic for long life and non-slip footing wet or dry. Segments of the mat are woven on rust-resistant galvanized steel spring wire with openings too small to catch shoe heels. Dirt stays on the surface of the plastic mats, making them easy to clean. The Traffic King is designed to go under all doors with $\frac{1}{4}$ inch or more clearance. It is available in 15 fade-resistant colors in a wide variety of patterns. American Mat Corp., 1717 Adams St., Toledo 2, Ohio.

For more details circle #578 on mailing card.

Mobile Table for Recorders and Players

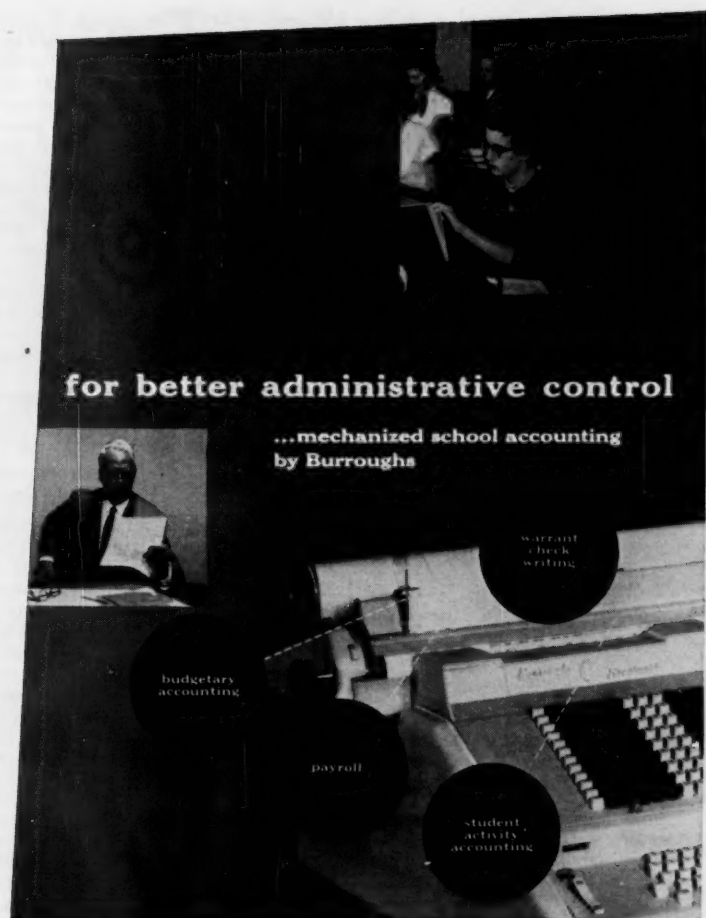
Tape recorders and record players can be easily moved from room to room, ready for immediate use, with the new Standard Mobile Table No. 88. Made of heavy gauge steel, electrically welded, the table can also be used as a mobile low-angle, eye-level projector stand or as a book truck. It is finished in two colors with end panels in Regency Red and shelves in



gray. Gripping areas at the top of each end panel facilitate movement of the table in any direction. Shelves are 26 by 16 inches in area. Jack C. Coffey Co., 710 17th St., North Chicago, Ill.

For more details circle #579 on mailing card.
(Continued on page 188)

The NATION'S SCHOOLS



NEW SCHOOL ACCOUNTING PLAN PROVIDES COMPLETE MECHANIZATION



Yours for the asking! A brand-new Burroughs plan that brings complete mechanization to your school accounting system gives you all these benefits: greater productivity with less effort, improved accuracy, smoother work flow, instant availability of all the figure-facts you want whenever you want them.

Designed for either numerical or descriptive identification, Burroughs' new plan takes full advantage of the unparalleled speed and flexibility built into both the numerical and typing Sensimatics.

Get your free copy of the plan that can give your school completely mechanized accounting at its fast and versatile best. It's available at our nearby branch office. Burroughs Division, Burroughs Corporation, Detroit 32, Michigan.

BURROUGHS SENSIMATIC

Burroughs and Sensimatic—Reg. TM's.



SEE IT AT THE NATIONAL SCHOOL BOARD ASSOCIATION CONVENTION—Booths 7-8-9 EDEN ROC HOTEL

What's New ...

Superior Coach Is Restyled With Windshield Choice

A choice of three windshields and complete restyling of the front end are some of the features offered in the new 1958 line of Superior School Coaches. The new Scene-O-ramic windshield has 2096 square inches of glass in wrap-around style for maximum visibility. The usable, unobstructed area of vision for the driver is increased to the maximum through restyling of the windshield posts into a thin, slanted-back column. The other two windshields include the True-View intermediate curved windshield and the conventional flat pane.

The front end has been restyled for eye

appeal as well as functional utility. The roof panel provides space for flasher lights,



illuminated sign boxes, flat surface for lettering and a new construction technique which adds rigidity to the panel area as well as the increased area of the windshield glass. The entire functional design

results in definite lines of forward motion. Blind spots on the entrance door are reduced to a minimum and the door itself has a tight rubber seal, bronze piano-type hinges and an enclosed lower door control. The new passenger seats are stronger and more comfortable with lower maintenance necessary. A lifetime bonding of six layers, the material is called Plymetal. It resists scratches and does not require repainting. Special welded square tubing with rounded edges is used for the seat frames.

The new Health Monitor heating system is designed to fit the heating system to the requirements of any climate in which the bus may operate with a choice of one, two or three heaters and one or two defrosters. **Superior Coach Corp., Lima, Ohio.**

For more details circle #580 on mailing card.

HOW WACO BLEACHERS GIVE YOU VERSATILITY AND SAFETY AT LOW COST



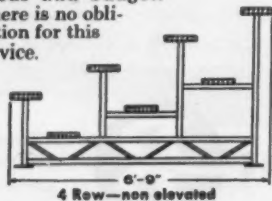
Here's the bleacher installation you have been looking for! Waco bleachers give your school full seating capacity for both indoor and outdoor events. And that's not all. You can quickly and easily put up or take down these same bleachers in just a few hours. Versatile? A ten-row unit can be set up for seven or four rows . . . and you can change length and depth with NO modification . . . locate aisles and stairways where you need them.

Safety tests prove Waco bleachers will hold 801 POUNDS PER SEAT with no structural failure, even under this tremendous load. Waco's tubular steel construction gives you maximum strength, yet is lightweight - the heaviest part weighs only 55 pounds.

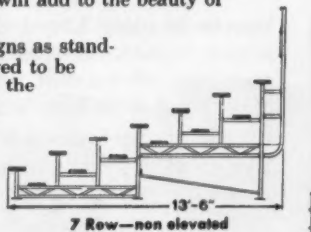
Erection costs are low because no special training is needed to assemble a Waco bleacher. Waco's patented "Speedlock" method of attaching braces to end-frames make Waco bleachers simple to assemble and take down. These "Speedlock" couplings are rust-proof and practically indestructible, giving your bleacher installation long life under all weather conditions.

Waco bleachers will provide spectators at your events with a clear, panoramic view of the playing field. The trim functional design assures strength, giving spectators a feeling of security. In addition, the clean uncluttered appearance of Waco bleachers will add to the beauty of your playing field.

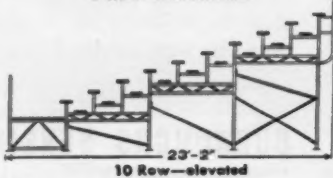
Waco offers all three basic bleacher designs as standard units. These three designs have proved to be the most popular because they offer all the important advantages of good seating. Ask your Waco engineer to help you prepare your specifications and make a layout of a bleacher installation to fit your needs and budget. There is no obligation for this service.



4 Row—non elevated



7 Row—non elevated



10 Row—elevated

Bleacher Division: WACO MANUFACTURING COMPANY
5251 W. 130th Street • Cleveland 30, Ohio

Electronic Air Cleaner Reduced in Size

Reduction in size of the units as well as in cost are features of the new line of electronic air cleaners introduced by Minneapolis-Honeywell. A cell that employs a new voltage gradient in the plate section is responsible for reducing the size of the new units while increasing their efficiency. The new cell unit will handle more air with a one-third decrease in size of the overall units.

Available in four models, the electronic air cleaners are designed to fit into an installed air conditioning fan system without special metal work. The system reduces maintenance and decorating costs by removing dirt from incoming air, while insuring a constant supply of clean air without odors or irritants. **Minneapolis-Honeywell Regulator Co., 2820 Fourth Ave. S., Minneapolis 8, Minn.**

For more details circle #581 on mailing card.

Steam Cookers and Kettles in Combination

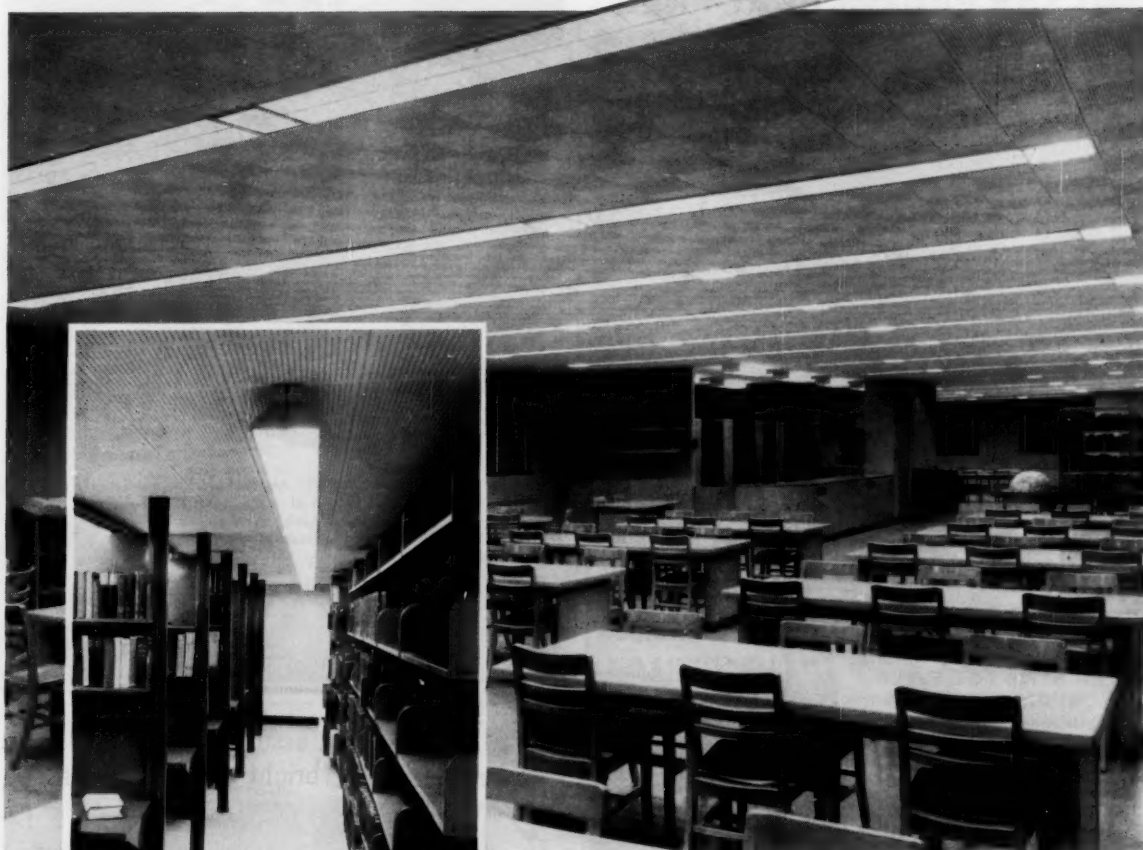


Four new Steam-Chef Super Generator Type Steam Cookers were recently introduced. Operated by gas or electricity, the Super Generator steamers are available separately or as a combination unit with steam kettles, as illustrated. They are available in two, three and four-bushel sizes with stainless steel or aluminum kettles. The steam cookers are easily cleaned, attractive and designed to meet the most discriminating sanitation requirements. **The Cleveland Range Co., 3333 Lakeside Ave., Cleveland 15, Ohio.**

For more details circle #582 on mailing card.

(Continued on page 192)

Day-Brite Lighting



DAY-BRITE TROFFERS accented with Lens Boxes minimize eyestrain, speed learning in the new Mars Hill College Library at Winston-Salem, N. C. **SIX ASSOCIATES, INC.**, Asheville, N. C., Architect and Engineers. **CITY ELECTRIC CO.**, Hickory, N. C., Contractor.

DAY-BRITE LIGHT STRIP with Specular Aluminum Reflectors... an excellent choice for library stacks.

easy on the eyes...and the budget!

Fixtures that are pleasant to *look at*... lighting that is a pleasure to *see with*! That's comfort lighting at its best... high-intensity, low-brightness lighting by Day-Brite.

To buy anything less than the *best* lighting obtainable is extravagant. That's why Day-Brite Lighting is your best buy.

Want proof? Call your Day-Brite representative, listed in the Yellow Pages, for the *facts* and the *fixtures*!



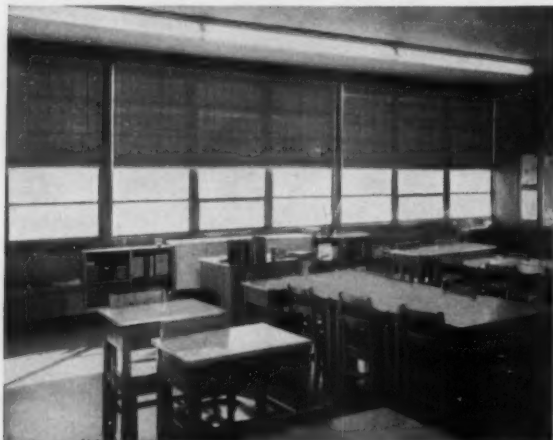
Z-132

Day-Brite Lighting, Inc., 6274 N. Broadway, St. Louis 15, Mo.
Day-Brite Lighting, Inc., of Calif., 530 Martin Ave., Santa Clara, Calif.

NATION'S LARGEST MANUFACTURER OF COMMERCIAL AND INDUSTRIAL LIGHTING EQUIPMENT

Classroom Lighting

GLARE FREE... HEAT FREE



WOVEN WOOD

TEMLITE
Loomwood

SCHOOL WINDOW SHADES

A STYLE FOR EVERY WINDOW OPENING

Temlite Loomwood creates "tempered light" which is glare-free and casts a shadowless glow. No more eye strain with Temlite on the windows. The narrow-width, beveled-edge basswood splints are designed to admit a uniform amount of natural light and at the same time diffuse it broadly through the entire room.

Air flows through the even spaces between splints through the entire shade area... windows provide the natural ventilation for which they were designed. In air-conditioned buildings Temlite shades reflect heat back through the windows, resulting in worthwhile economies either in size or operating expense of cooling equipment.

Templite's quality materials and superb finish assure long-lasting beauty. Many are still in operation after 20 years of daily use. Smoothly finished basswood splints stay sparkling clean with a minimum of maintenance. Custom finished in many attractive, pleasing colors.

Some Choice Territories are Still Open for Manufacturer's Agents. For further Temlite information and woven wood shades for audio visual installations, please write:

The AEROSHADE COMPANY

A Division of Consolidated General Products, Inc.

P. O. Box 559

Waukesha, Wisconsin



New HALVERSON All-Metal MAGAZINE-WORKBOOK DISPLAY RACK

New, Wider, Mid-Section for "Life-size" books

Holds up to
100
Periodicals
at E-Z
reading angle

30 pockets
in 10 tiers

Functional
tilt-back keeps
copies erect

Wide, 11"
mid-section for
oversize books

Adjustable
floor glides

High base for
better view

45" high, 31"
wide, 15" deep
at base. Pockets
7 1/2" h x 8 1/2" w
(front), 11" high
(back), 3/4" deep.



MODEL 30-PX
Only

\$44.50

with Adjustable Glides
F.O.B. Chicago

with Ball Bearing
Casters
(2 locking)

\$52.00

**Satisfaction
Guaranteed**

Here's ideal E-Z SEE, SELECT and REPLACE convenience! Displays 30 titles, holds several of each, in less than half the area of a table. Saves space. Avoids torn covers, sorting, constant tidying up. All-steel finished in Gray Hammerloid baked enamel. Shipped completely set up—no screws or bolts to assemble.

HALVERSON SPECIALTY SALES

2027 W. North Avenue • Chicago 47, Illinois

Subsidiary of MIM-E-O STENCIL FILES COMPANY



... assuring the finest for
bright young futures

Beverage-Air

**MILK
COOLERS**



Model SM 40-SS

**The Leading Choice Of Over 700 New York
City Elementary And Parochial Schools**

More than ever—leading schools like the easy self-service for even the smallest children and the quick, push-around convenience of caster-mounted Beverage-Air Milk Coolers. Capacities are 672—1/2-pt. cartons, 560—1/2-pt. cartons, 495—1/2-pt. bottles or 6—5-gal. cans. Stainless steel or baked enamel.

SHALLOW or DEEP WELL COOLERS
Ideal for cafeteria line-ups, snack bars, etc.
From small to large capacity models.



Send For
Catalogue
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BEVERAGE-AIR

**708 Third Street
Punxsutawney, Penna.**

FACTORIES: Punxsutawney, Pa., and Spartanburg, S. C.
WAREHOUSES: Pittsburgh, Pa.; Trenton, N. J., and Memphis, Tenn.

GOUGLER KEYLESS COMBINATION LOCKS



Investigate these locks before you buy. Gougler locks are of superior quality, with die cut cases and parts impervious to moisture. Popular with all. Easy to use.

Type No. 30

The locks that click!

No need to read—Count the clicks.

GOUGLER MASTER KEY COMBINATION LOCKS

Better for all schools

Here is the ultimate in school control with maximum privacy and protection for user. Entirely different master key.



Unique Type of Key

Type No. 40

Free records of all combinations

Key machine can't duplicate

Write for sample of either type and factory prices

C. L. GOUGLER KEYLESS LOCK CO.
705-769 Lake St., Dept. 4 Kent, Ohio

Draper SCREEN

Designed to fit over your present map nooks

OR

Special clips provided with each screen

Mildew and fire resistant Matt white screen surface gives—

CLEAR PROJECTION

WIDE ANGLE VIEWING

EASY CLEANING with art gum or Ivory Soap

Patent Pending

JUST TRY IT!

See the many advantages



- Brilliant wide angle projection
- Just hang it up anywhere
- Rolls up and out of sight
- Can't be pulled off roller
- Aluminum handle across top—Light and easy to move or carry.
- Priced to allow one in every classroom. No projection delays.

Send for descriptive literature and prices. We will be glad to demonstrate.

L. O.

P. O. Box 205

DRAPER SHADE CO. Spiceland, Ind.



FIGHT CANCER WITH A CHECKUP

(See your doctor)

AND A CHECK

(Send it now)

TO

**AMERICAN
CANCER
SOCIETY**



—at **DON**...

... A STRAIGHT LINE IS THE SHORTEST DISTANCE TO THESE FIVE POINTS!

You don't have to blast any geometric theories to reach this conclusion. It's as simple as this:

When you buy your Equipment, Furnishings and Supplies for kitchen, dining room, lunch rooms and dormitories, you make a straight line for:

1. Variety
2. Value
3. Quality
4. Service
5. Satisfaction

More and more schools and colleges are relying upon DON as their dependable one Source Of Supply(ies). DON sells 50,000 items. Many schools also depend on their DON salesman to furnish suggestions and helpful advice in solving their problems of food preparation, food service, dormitory furnishing and building maintenance.

You too, can buy from DON, the single source for your needs. Ask for a DON salesman to call.



EDWARD DON & COMPANY

GENERAL HEADQUARTERS 2201 S. LaSalle St.—Chicago 16, Ill.
Branches in MIAMI • MINNEAPOLIS ST. PAUL • PHILADELPHIA

What's New ...

Vacuum and Blower in Kent Turbo-Vac Line

The new Model 65 full-time vacuum and blower is the newest addition to the Kent Turbo-Vac line of floor maintenance machines. The large-capacity tank holds



1-1/3 bushels of dry dirt or nine gallons wet. The seamless, one-piece tank is made of heavy gauge steel with a lining to prevent rusting. The one h.p. by-pass motor is housed in a removable power unit and can be used in combination with the Kent Drum-Seal in extra capacity boiler cleaning operations. The motor is cooled by a separate current of air and protected against dust, dirt and water. Four ball bearing swivel casters make it easy to handle. The Model 65 is designed to handle all maintenance cleaning operations on walls and floors. **The Kent Company, Inc., Rome, N.Y.**

For more details circle #583 on mailing card.

Portable Room Dividers in Two Series

Quick maneuverability is a feature of the new Barricks Room Dividers offered in two series, the Standard No. 200 and the Premier No. 100. The Premier DeLuxe Series has the panel set in floating type extruded aluminum channels to allow for expansion or contraction. The frame is of 1 1/4 inch tubular steel with all welded construction. The unit is eight feet long, six feet high and has a panel 93 by 45 inches. Frames and bases are finished in Ventura Tan enamel. Both series have swivel base with chrome glides for ease of handling. They are also available with two-inch hard rubber ball bearing swivel type wheels with side brakes which lock the wheels by a touch of the toe.

The new Room Dividers provide privacy for special groups and minimize noise while utilizing existing light, heat and ven-



tilation in the room. The panels are available in a variety of surfaces, including chalkboard, bulletin board, peg board and Duron. A combination of Cork bulletin board and chalkboard is also available. **Barricks Mfg. Co., 134 W. 54th St., Chicago 9.**

For more details circle #584 on mailing card.
(Continued on page 194)



Now mimeograph more kinds of copies... *in less time with less work*

New 1958 A. B. Dick machines bring mimeographing to an all-time high in versatility and ability to work duplicating miracles. Inking is completely automatic! Choose paste ink cylinder for unmatched cleanliness and up to 20,000 copies on a single inking. Or pick the fluid ink cylinder to use new fast drying inks without slipsheeting on a wide variety of papers. All cylinders are completely enclosed for cleanliness. A new feed virtually eliminates "doubles." New, much lower prices, too!

Mail coupon for complete information. Or call your distributor of A. B. Dick products. He's listed under Duplicating Machines in the classified section of your phone book.



A·B·DICK®
DUPLICATING PRODUCTS

P.S. All A. B. Dick mimeograph products are for use with all makes of suitable stencil duplicating products.



A. B. DICK Company, Dept. NS-48
5700 West Touhy Avenue, Chicago 31, Illinois

Please send more information about the new mimeographs that produce more kinds of copies in less time with less work.

Name _____
Position _____
School _____
Address _____
City _____ Zone _____ State _____

NEW



flare
column

STOOLS
AND
TABLES



Another
CHF
Exclusive!

STRIKING!

TODAY'S NEWEST DESIGN

EXCITING!

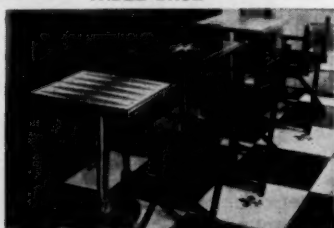
WIDEST CHOICE OF COLORS

TERRIFIC! LIFETIME CAST CONSTRUCTION

Only "CHF" offers you the distinctive, trend-setting beauty of new "Flare" design . . . in your choice of Solid Bronze, Aluminum, Cast Iron, Chrome Plate or 20 lifetime porcelain enamel Decorator Colors . . . plus a wide selection of modern upholstery fabrics. And famous "CHF" Cast Construction assures money-saving lifetime durability—carefree maintenance! New "Flare" design is another example why leading architects and designers specify "CHF" for that "award-winning look!"



new matching flare
TABLE BASE



New "flare" table base as seen in famous Cherry Lane Restaurant, New York City . . . available in Solid Bronze with cast iron base in Bronze or choice of 20 lifetime porcelain enamel Decorator Colors.



**WRITE TODAY FOR NEW
COLOR CATALOG**

See award-winning installations, new interior design ideas, plus complete line of "CHF" Stools and Tables.

THE CHICAGO HARDWARE FOUNDRY CO.

"Dependable Since 1897"

3348 Commonwealth Ave.

NORTH CHICAGO, ILL.



Best way to fence
a playground

U.S.S. Cyclone Fence

Cyclone Fence is a wise choice to enclose school playgrounds—especially where small children must play unsupervised.

With Cyclone Fence on guard the children stay inside the yard. Cyclone Fence is so constructed that the most adventuresome youngster will find it almost impossible to go under or over it. And that means that undesirable people and stray dogs will find it just as difficult to get in. The children play safely behind a Cyclone Fence.

Cyclone Fence is strong and tough. It will give years of service with a minimum of maintenance. That sturdy Cyclone Chain Link Fabric can take years of playtime abuse without serious effect, and its smooth galvanized finish has no sharp points to injure playing children or tear their clothes.

If you are building a new school or considering new fence for an older one, investigate Cyclone. Just send in the convenient coupon for complete information on all types of Cyclone Fence and Gates.

USS and Cyclone are registered trademarks

**Cyclone Fence Dept.
American Steel & Wire
Division of**

U.S.S. United States Steel

Cyclone Fence, Waukegan, Illinois • Sales Offices Coast to Coast • United States Steel Export, New York

**Cyclone Fence, American Steel & Wire
Dept. M48, Rockefeller Bldg., Cleveland 13, Ohio**

Please send me, without obligation, complete information on
Cyclone Fence and Gates.

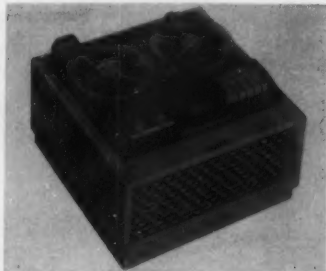
Name

Address

City State

What's New ...

Stereophonic Tape Recorder in Stacked Head Model



Model 758 L is a new addition to the line of Ampro Stereophonic Tape Recorders. It is available with or without built-in amplifier and will play either monaural or stereophonic tapes. The new model is designed to give high-fidelity reproduction of tapes for music appreciation and other classes as well as for teaching. The second amplifier-speaker needed for operation can be provided through any radio or television with a phono jack. The additional built-in preamplifier, high-fidelity, speakers and other features of the new model ensure superior reproduction. **Graflex, Inc., Dept. 103, Monroe Ave., Rochester, N.Y.**
For more details circle #585 on mailing card.

"Add-A-Shelf" Feature on Open Shelf Files

Based on a modular concept, the new Diebold Open Shelf Filing system offers



the "Add-A-Shelf" feature for expansion of filing space as needed. A unique interlocking system permits adding filing space side-to-side, top-to-bottom or back-to-back. Individual units lock together quickly and securely for solidity and rigidity. No tools are required to assemble the Open Shelf Filing units.

Both letter and legal file sizes are available in the new units which are economical in cost and provide savings in space. Only thirty square feet of floor space are required to provide 2690 inches of filing space, and filing and finding take minimum time. Counter height installations can be capped to provide working area and higher installations can be used as room dividers. A Movable Folder Support in each unit holds folders upright. **Diebold, Inc., 818 Mulberry Rd., S.E., Canton 2, Ohio.**
For more details circle #586 on mailing card.



SUPER MODEL BP-2

Wet and dry pick-up and blowing. Internal filter. Capacity 1½ bu.

SUPER MODEL RS-1

Really rugged — wet and dry pick-up and blowing. Filter bag carried on transport handle. Capacity 1½ bu.

Motor, fan and filter assembly readily removed and mounted on 55 gal. steel drum. Special adaptor covers available at small cost.



SUPER Is The Word

FOR THE NEWEST
IN SUCTION CLEANING

Not even the new cars have more unique, advanced features than the 1958 Super suction cleaners. Here is faster, better, easier cleaning at lower labor and upkeep cost.

• Our own make custom built motor maintains continuous full rated HP on the job • Coolest running in the industry • Bigger measure of corrosion, rust and wear protection in every part • Self cleaning filter • Exclusive Super assembly of container and base eliminates bolt holes in container • Wrap around rubber bumper • Push button hose connection • Center float control for wet pick-up, positive, mechanical—will not stick • Internal baffle precipitates dust, keeps filter clean, prevents excessive sudsing in wet pick-up.

SUPER FLOOR MACHINE

For all floor surfaces. 4 sizes.



See, try, the quiet, rugged Supers before you buy—8 models meeting every budget and job requirement. There is a Super dealer near you. Write for catalog.



SALES AND SERVICE
in Principal Cities
IN CANADA: Fleet Maintenance
Equipment Company TORONTO
MONTREAL • VANCOUVER



"Once Over Does It"
SUPER SUCTION
Power Suction Cleaners • Quality Floor Machines

"THE DRAFT HORSE OF BUILDING MAINTENANCE MACHINES"

THE NATIONAL SUPER SERVICE COMPANY

1956 N. 13th St. • Toledo 2, Ohio

Grade-Aid Toy Cart Has Large Storage Space

Mobility and generous storage space are features of the new Grade-Aid mobile toy cart and toy shell. Heavy duty casters make it easy to roll to the best spot for loading toys and other material for storage. The toy cart is designed to fit snugly into the Toy Shell which, in addition to making a convenient storage spot for the toy cart, also serves as a counter unit or sit-down



work surface. The melamine plastic counter top with stainless steel top trim is readily cleaned and the unit is mounted on rubber-cushioned steel gliders. A decorative alphabet pattern in yellow over gray enamel gives a cheerful appearance to the unit. Of all-steel construction with gray lifetime enamel finish, the Grade-Aid toy cart and toy shell make an attractive and useful addition to early-grade classrooms. **School Equipment Mfg. Corp., 46 Bridge St., Nashua, N.H.**
For more details circle #587 on mailing card.

(Continued on page 196)

MUTSCHLER
MEANS
HOMEMAKING...
AT ITS FINEST!

Facts prove Mutschler the elite of school homemaking equipment. Northern maple cabinetwork is sturdily built to take the rigors of everyday school usage. Catalytic finishes in decorator colors and natural grain are practically impossible to scratch, are impervious to household solvents and cleaners. Special-purpose cases for all homemaking needs. New classrooms or remodeling project, inquire about Mutschler. Complete information and specifications are available for your approval... without obligation.

Model Clothing Center
 Campus Building
 Community High School
 Blue Island, Illinois

ARCHITECT:
 Nicol & Nicol
 Chicago, Illinois

**MUTSCHLER
 SALES OFFICE:**
 I. P. Rieger Co.
 Bellwood, Illinois

SEWING MACHINES:
 White Sewing
 Machine Corp.
 Cleveland, Ohio



FOR...
 Foods Laboratory
 Laundry Areas
 Clothing Laboratory
 Sewing Areas
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 Areas
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 Arts & Crafts Rooms
 General Storage Areas

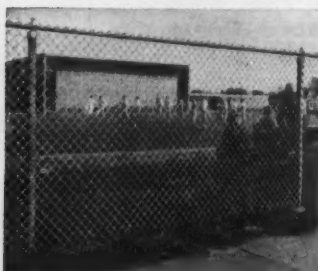


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 Please send address of our nearest Mutschler sales engineers.

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 We are interested in:
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Aluminized!

• Here's important, money-saving news for you. By a patented process Page is producing a great new wire which provides better, longer-lasting fence protection

at a substantial long-range saving. Commercially pure aluminum is bonded to fence fabric wire and thus combines the strength of steel with the corrosion resistance of aluminum. ASTM salt spray tests show that for equal thickness of coating, the new aluminized wire outlasts galvanized wire by more than 2 to 1, yet with all the advantages of this new fence fabric it costs no more to buy and install a Page Chain Link Fence with ACCO Aluminized Fabric. In terms of years of unfailing service your investment can be halved or more. And to be sure of expert, reliable workmanship your fence will be engineered and erected by a nearby, long-experienced member of Page Fence Association. For helpful Page data...

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PRODUCT OF PAGE STEEL & WIRE DIVISION OF AMERICAN CHAIN & CABLE COMPANY, INC.

Best Buy in FLAGS for SCHOOLS

BULLDOG—most famous name in cotton bunting flags—U.S., State and School flags for outdoors. Rugged, reinforced with nylon thread.

STATE FLAGS—of complicated design now available in new Detco Process. Accurate and authentic in design and color. Very economical.

GLORY-GLOSS—U.S., School and State Flags for indoors and parades. Beautiful, lustrous and economical.

Ask about Dettra's movie "Our U.S. Flag"—The Freedom Foundation Award winning 16 mm color sound film... the ideal way to tell the story of our Flag.

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OAKS, PENNSYLVANIA

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What's New...

Classroom Phonograph Is Economical, Quality Unit

Hard usage in daily school service is available with the New Yorker Model 4J-8 classroom phonograph recently introduced. The new model offers a rugged, high quality record player at an economical



price. A wide range amplifier and a seven-inch extended range speaker assure tone quality to meet the exacting needs of teaching.

The New Yorker includes the high quality components and careful manufacture of all Califone products and features four-speed turntable, pop-up 45 center, dual needle ceramic cartridge, identification handle and a metal-reinforced carrying case. Califone Corp., 1041 N. Sycamore Ave., Hollywood 38, Calif.

For more details circle #588 on mailing card.

Duplicator Cabinet Has Work Top

Enough working top room to hold a photocopy machine, two paper ejectors and work being processed is offered in the new Photocopy Duplicator Cabinet. Model



212 PDC is a sturdy unit designed to hold even the heaviest photocopy machines firm and rigid, or will efficiently handle any copy unit. Constructed of heavy gauge welded steel, the cabinet stands 32 inches high with adjustable legs for leveling on uneven floors. The working top is 38 1/4 by 18 inches in size with right and left pull-out leaves providing additional working area, it is available in frost green or hammerloid gray baked enamel. Complete storage space for photocopy or other equipment plus supplies is provided in two spacious compartments. Mimi-E-O Stencil Files Co., 2027 W. North Ave., Chicago 47.

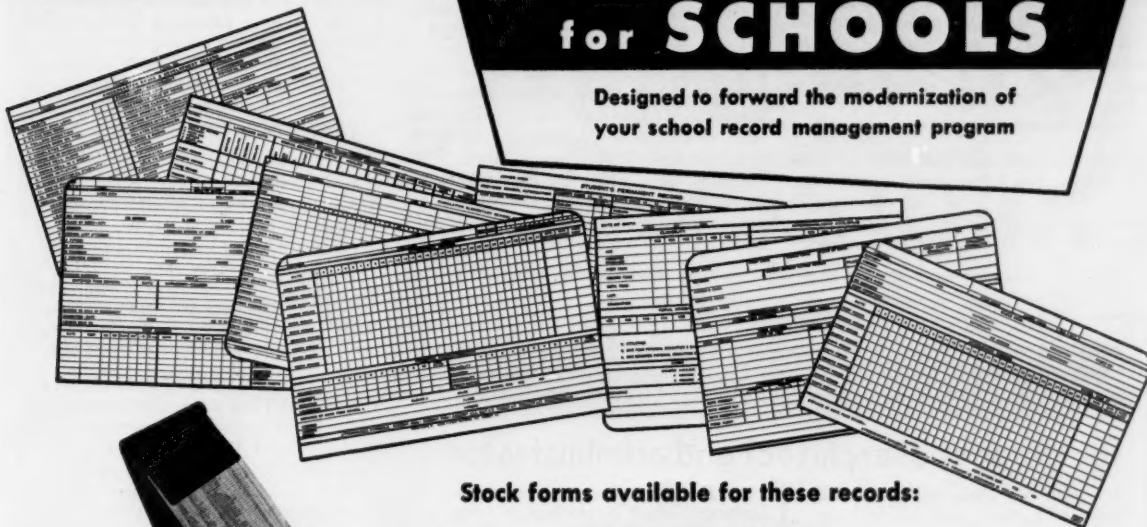
For more details circle #589 on mailing card.

(Continued on page 198)

ACME VISIBLE

RECORD SYSTEMS for SCHOOLS

Designed to forward the modernization of
your school record management program



Stock forms available for these records:

ELEMENTARY SCHOOLS

- Kindergarten Development
- Teacher's Classroom Scholarship and Attendance
- Monthly and Cumulative Attendance Summary and Report
- Cumulative Student Grade and Enrollment

JUNIOR HIGH SCHOOLS

- Student's Permanent History Record

SENIOR HIGH SCHOOLS

- Student's Permanent History Record
- Attendance
- Program Record
- Physical Education Department Record

TEACHERS

- Teacher's Accumulative Service Record
- Teacher's Accumulated Leave Record
- Teacher's Payroll

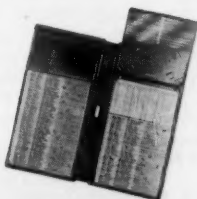
MISCELLANEOUS

- Family Census
- Book Rental
- Supply and Cafeteria Inventory Control
- Purchase
- Property
- Visual Aids Film Booking Schedule

FUNDS EXPENDITURE BUDGET CONTROL

- Executive Appropriation and Allotment Ledger

Light compact units to hold 38 or 51
cards. For handling of student records
in the classroom.



Ideal for cumulative grades taken from
classroom records, combined with en-
rollment and vital statistic records.



Flexoline Insite Indexes are recom-
mended for alphabetical lists of students
and cross index to home room or class.



Acme Cabinets with varying number
of trays; capacities from 469 to 2528
records. Designed to suit your require-
ments for management control.

ACME VISIBLE RECORDS, INC.

CROZET, VIRGINIA

Offices and Representatives in Principal Cities

MAIL COUPON TODAY!

Send us literature showing school record forms.

L-458

We are interested in Acme Visible equipment for _____ records.
kind of record

School _____

Attention _____

City _____ Zone _____ State _____

What's New ...

Literature and Services

• A 28-page manual, "How to Measure Your Filing Costs and Efficiency," is available from Remington Rand, Division of Sperry Rand Corp., 315 Fourth Ave., New York 10. In addition to handy guides for measuring filing costs and results, the manual gives a detailed plan of action to improve filing efficiency.

For more details circle #590 on mailing card.

• "Specifications and Drawings of Stage Equipment and Components" is the title of a 60-page book on the subject published by Hubert Mitchell Industries, Inc., Hartselle, Ala. Designed for administra-

tors, architects and planning committees, the comprehensive book, with its companion catalog, "The Stage and its Problems," provides ready reference covering every phase of stage design and equipment.

For more details circle #591 on mailing card.

• Descriptive bulletins and sample architectural specifications on the Chromalox automatic electric unit ventilator are available from the manufacturer, Edwin L. Wiegand Co., 7500 Thomas Blvd., Pittsburgh 8, Pa. Descriptive information and illustrations of the new all-electric unit which supplies heat and natural cooling and ventilates with fresh outdoor air are

given in the literature.

For more details circle #592 on mailing card.

• "The Unit Plan for Greater Educational Flexibility and Economy" is the subject of a new brochure produced by Warren H. Ashley, Architect, 740 N. Main St., West Hartford, Conn. Available without charge, the leaflet briefly outlines the primary advantages of the Unit Plan.

For more details circle #593 on mailing card.

• Color and sound are used in the 16-minute film showing how to maintain a floor properly which is available from S. C. Johnson & Son, Inc., Racine, Wis. Designed for showing to custodial groups, the film demonstrates the best way to clean and wax a floor. An entertaining note is introduced through a character named Wilbur who illustrates the wrong techniques.

For more details circle #594 on mailing card.

• The complete line of "Marcolite Aluminum and Fiber Glass Skylights" is presented in the 1958 catalog recently released by the Marco Company, 45 Greenwood Ave., East Orange, N.J. All models and designs, as well as major installations, are described in the booklet which is illustrated with cut-away drawings, photographs and charts.

For more details circle #595 on mailing card.

• A new Bake-Wip Formula Booklet is now available from Bake-Wip Division, 8025 Melrose Ave., Los Angeles 46, Calif. In the formula booklet are 33 tested formulas for dessert fillings, icings and toppings, as well as sandwich spreads and salad dressings which can be whipped up in a hurry with Bake-Wip. Bake-Wip is a sterilized product requiring no refrigeration, which does not shrink, weep, discolor or form a crust.

For more details circle #596 on mailing card.

• Annin & Co., Fifth Avenue at 16th St., New York 3, makers of fine flags for 111 years, has released its colorful, 44-page 1958 Catalog of Flags, Banners, Decorations, Pennants and Specials. National and state flags of our country, as well as flags of all other countries are shown in full color, together with descriptive information. Special flags, banners, pennants and other items are also shown in color with descriptive data.

For more details circle #597 on mailing card.

• A human physiology series of eight motion pictures is described in a new brochure released by the Educational Dept., United World Films, Inc., 1445 Park Ave., New York 29. Subjects covered in the eight films include Functions of the Body, Circulation, Digestion, Elimination, The Human Skeleton and the Muscular System.

For more details circle #598 on mailing card.

• The vocational and career opportunities in the graphic arts industry are the subject of a new motion picture produced by the Education Council of the Graphic Arts Industry, 5728 Connecticut Ave., N.W., Washington 15, D.C. The 16mm sound, color film, "Printing—A Future Unlimited," runs 22 minutes and is available only through purchase.

For more details circle #599 on mailing card.

(Continued on page 200)

DODGE BOOKS

for the school architect and administrator

The only complete, practical handbook with every item of basic information needed to execute a successful school building program.

SCHOOL PLANNING AND BUILDING HANDBOOK

by N. L. Engelhardt, N. L. Engelhardt, Jr., and Stanton Leggett

The best source of information needed every day by everyone concerned with planning, designing, or building school projects. The most specific work ever published in this field. Every procedure is analyzed, programmed, set down with each item in logical chronology. Every procedure is fortified by the inclusion of actual checklists, contracts, documents now in use by leading specialists. Many different methods of cost estimating are analyzed and compared, resulting in a working outline of cost controls for every stage of building.

626 pages • 6 x 9" • \$12.75

The first book ever to analyze the primary school curriculum in terms of architectural design.

PLANNING ELEMENTARY SCHOOL BUILDINGS

by N. L. Engelhardt, N. L. Engelhardt, Jr., and Stanton Leggett

Elementary school building design today calls for a degree of planning and preparation unknown a generation ago. No longer is it sufficient to provide only for the 3 R's. Today, the school architect must understand the origin, objectives, and methods of modern education; he must provide for teacher-pupil activities which often include dramatics, music, crafts, group games, and even simple scientific experiments. *Planning Elementary School Buildings* specifies exactly what these activities are, and what equipment and facilities they require. Containing over 300 illustrations, it gives you specific data to enable you to plan the kind of elementary schools today's children need.

268 pages • 8 1/4 x 11 1/2" • \$12.50

THE BASIC PROBLEM IS THE PUPIL!
That summarizes Caudill's approach to every school design problem—be it the design of an easel, or of an entire school system.

TOWARD BETTER SCHOOL DESIGN

by William W. Caudill

Goes beyond physical considerations into the social, economic, and cultural forces which affect the school—yet still provides practical, concrete solutions to problems the school architect encounters daily.

SEVEN EXTENSIVE SECTIONS:

The Pupil • Education • Environment • Economy • City Planning • Division of Space • The Planning Process.

In addition, *TOWARD BETTER SCHOOL DESIGN* contains 91 specific case-studies from actual projects, with the problem and the solution given in each case. Special emphasis on costs is found throughout the book.

288 pages • 8 1/4 x 11 1/2"
400 illustrations • \$12.75

Tested, in-use solutions to today's school design and construction problems.

SCHOOLS FOR THE NEW NEEDS

by the Editors of Architectural Record

Here, in 312 pages and over 900 illustrations, is a fully-detailed, vivid cross-section of new school buildings which best demonstrate today's sweeping advances in concept and design. 66 new schools were selected from all over the country to present a wide geographic and climatic variety. Each school is completely analyzed—plans, sections, and construction details are shown. Costs per square foot are indicated, and further breakdowns and comparisons are made on all other costs. In each case the architect tells his reasons for designing as he did, and even points out flaws which were revealed after the building was put to use.

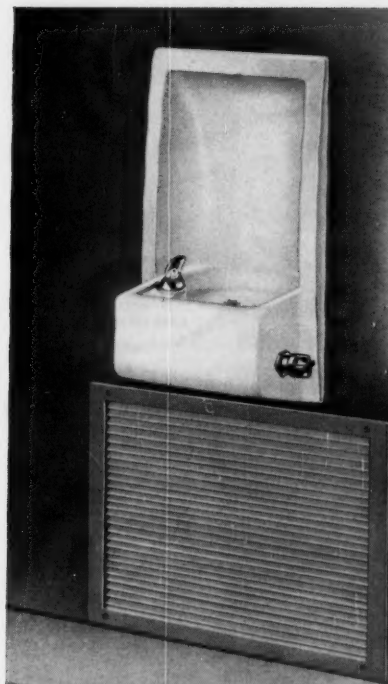
312 pages • 8 1/4 x 11 1/2" • \$9.75

Send for free catalog

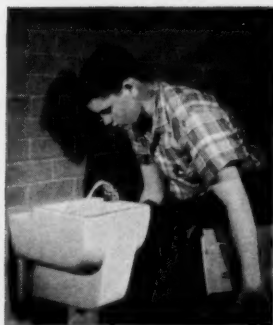
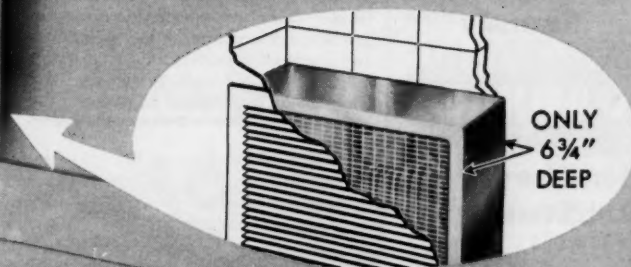
DODGE BOOKS, F. W. Dodge Corporation
119 W. 40th Street, New York 18, N. Y.

In-the-wall water cooler

— doesn't block the hall



CRANE COOLBROOK FOUNTAIN mounted "in the wall" over a Wal-Pak chilling unit. Gleaming vitreous china with elevated Purflo bubbler. Semi-recessed projects only 7 3/4".



The Crane Clearstream, a durable vitreous china fountain. Projects 13". Automatic stream regulator prevents splashing.

This compact Crane Wal-Pak chilling unit is just 6 3/4" deep to fit in a standard 8" wall

Here's the modern way to provide sanitary chilled water without giving up an inch of corridor space to bulky coolers.

This compact Crane Wal-Pak unit isn't much bigger than a suit box. It fits in an 8-inch wall behind an attractive grille and comes in low-cost models for 1 or 2 fountains. (Crane also offers central packaged water coolers for servicing up to 60 fountains.)

Crane offers the most complete line of drinking fountains. Every popular indoor and outdoor type, including the china pedestal type. They're styled by Henry Dreyfuss, made of finest vitreous china in 7 colors and white, and designed to surpass sanitary codes. And they're built to withstand the heavy usage they're sure to get.

Ask your architect about Crane fountains and water chillers.

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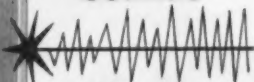
CRANE

THE
PREFERRED
PLUMBING

What's New ...



STOP Disturbing Sounds



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WITH
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PRODUCTS
SOUND INSULAT-
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Isolate disturbing noise and sound in music and band rooms, gymnasiums, workshops and hallways with this nationally famous sound insulating door. Pre-measured for sound reduction, you know in advance the final noise factor. Sound Insulating Doors come in 35, 40 and 43 decibel degrees of transmission loss — controlling a full range of sound intensity. Write for details or consult your architect or acoustical engineer.



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It tells in under-standable non-technical language how SOUND INSULATING DOORS function — how sound intensity is measured and controlled.

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• Catalog C57 is a comprehensive listing of Nystrom maps, globes and charts for educational use. The 38-page book is printed in full color and illustrates and describes the line available from A. J. Nystrom & Co., 3333 Elston Ave., Chicago 18. For more details circle #400 on mailing card.

• Outstanding examples of bronze, nickel-silver and aluminum metalcraft artwork are shown in a new 36-page catalog, "Fine Sculptured Plaques," published by Meier-johan-Wengler Co., 1102 W. Ninth St., Cincinnati 3, Ohio. Folder W is a comprehensive catalog of distinctive memorials and tablets, plaques, door, desk and donor plates, tablets, emblems, insignia and honor rolls available from this firm of metalcraftsmen. For more details circle #401 on mailing card.

• The line of A-F "Panhandler" pot, pan and utensil washers is described and illustrated in a new four-page catalog released by the Alvey-Ferguson Co., Cincinnati 9, Ohio. Complete specifications and dimensional blueprints of the pass-through and single-door models are given with details of design features of each and layout diagrams for installation locations. For more details circle #402 on mailing card.

• A pictorial brochure on the use of stone through the ages, from the time of the cave man to the present, is available from the Building Stone Institute, 420 Lexington Ave., New York 17. Entitled "The Modern Stone Age Is Here," the booklet pictures every type of quarried stone in natural colors. It is designed for use by administrators, architects and building committees. For more details circle #403 on mailing card.

• A new color film, emphasizing the need for more scientific training, is offered for free showing to high school and other groups. Produced by Parke-Davis, the pharmaceutical manufacturer of Detroit, Mich., the 29-minute film, featuring a professional cast, is available through Modern Talking Pictures, Inc., 3 E. 54th St., New York 22.

For more details circle #404 on mailing card.

• "Science, Technology and Society" is the subject of a teaching suggestions booklet and a filmstrip available from the American Iron & Steel Institute, 150 E. 42nd St., New York 17. Intended primarily for use in upper grade and high school science and social studies classes, the film and teaching booklet were developed with the assistance of a group of New Jersey teachers.

For more details circle #405 on mailing card.

• The 112-page Catalog No. 30 released by Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill., gives descriptive information on the comprehensive line of teaching films available through that organization. Films are listed according to subject, are indexed according to grades and classes, and under the alphabetical index of titles, the catalog indicates grade and subject as well as prices. The company's new bonus-pricing announcement is also described in the catalog.

For more details circle #406 on mailing card.

(Continued on page 201)



Just 3

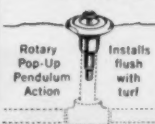
RAIN JET
SPRINKLERS

OUTPERFORM

20 ORDINARY SPRINKLER HEADS

- * More Even Distribution of Water
- * Operates at Low Pressures (10 lbs.)
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- * Low Cost Through Savings in Labor, Pipe, Materials
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- * Unconditional Guarantee for 1 Year. Factory Service Warranty for Life of System

PLANNING SERVICE AVAILABLE



Write for complete specifications and installation data.

Available through installation contractors and plumbing supply jobbers.

RAIN JET CORP., 301 S. Flower St.
Burbank, Calif.



What's New ...

• Photographs and line drawings are used to illustrate the comprehensive line of Wood Educational Laboratory Furniture for secondary schools and junior colleges available from Kewaunee Mfg. Co., 5028 S. Center St., Adrian, Mich. The 68-page catalog features typical installations and is a helpful laboratory planning aid. Detailed descriptive information and illustrations cover instructors' desks, perimeter tables, combination science tables, cabinets and casework, laboratory sinks, fume hoods, special purpose units, service fixtures and accessories.

For more details circle #607 on mailing card.

• "Photography in Your Future" is the subject of a new free pamphlet available from Eastman Kodak Co., Editorial Service Bureau, Rochester 4, N.Y. Designed for use by teachers, guidance counselors and other adult leaders, the pamphlet was prepared by A. L. TerLouw, Educational Consultant to Eastman, and is designed to provide information for students interested in photography as a career.

For more details circle #608 on mailing card.

• The benefits provided by the CBM lighting fixture specifications are covered in a new 16-page brochure entitled, "How Fluorescent Lamp Ballasts that Bear the CBM Emblem Insure Your Lighting Investment." The booklet is available from Certified Ballast Manufacturers, 2116 Keith Bldg., Cleveland 15, Ohio.

For more details circle #609 on mailing card.

• A national non-profit, non-partisan organization devoted to the preservation and improvement of America's scenic beauty is sponsoring the "Litterbug Rag," a novelty musical number designed to be used as a national theme song to stimulate a sense of individual responsibility and pride in cleaner communities. Information on the song and on the "Litterbug" campaign is available to schools and other institutions from Keep America Beautiful, Inc., 99 Park Ave., New York 16.

For more details circle #610 on mailing card.

• The entire line of predecorated hard-board panels, tongue-and-groove planks and blocks, and Marlite Korelock, is illustrated and described in the new Marlite catalog of "Plastic-Finished Wall and Ceiling Paneling." Issued by Marsh Wall Products, Inc., Dover, Ohio, the catalog includes information on installation accessories and moldings to match or harmonize with the colors and designs of the paneling.

For more details circle #611 on mailing card.

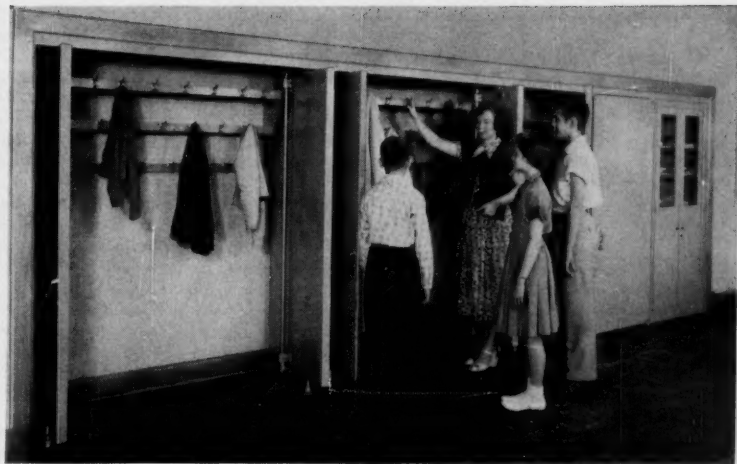
• Architectural Porcelain Panels are the subject of a new 20-page catalog issued by Davidson Enamel Products, Inc., East Kibby St., Lima, Ohio. The use of panels as curtain wall and face material is illustrated and examples of modern construction for many types of building are shown.

For more details circle #612 on mailing card.

• "Fort Smith Folding Banquet Tables" are described in a four-page folder published by the Fort Smith Plywood Co., Fort Smith, Ark. Descriptive information, illustrations and specifications are included in the catalog.

For more details circle #613 on mailing card.

(Continued on page 202)



R-W No. 785 "IN-A-WALL" Steel Wardrobes . . . designed to provide functional beauty, modern color harmony and flexibility of arrangement.

Individual door operation, full recess opening, no obstructing hardware, rigid durable construction for years of easy, dependable operation.

Richards-Wilcox

WARDROBES

for

SCHOOLS
CHURCHES
INSTITUTIONS



R-W No. 775 "VERTICAL-LIFT" Wardrobes . . . available in Aluminum or Wood Veneer in either a solid or hollow core design, electrically or manually controlled. A modern wardrobe combining maximum strength with dependable, easy operation.



R-W No. 781 Wardrobes . . . doors open in pairs providing unobstructed entryway, easy and economical to install.

Also available are the R-W No. 883 Wardrobes with multiple operating doors, and R-W No. 780 Wardrobes with individually operated doors.

R-W offers a complete line of Wardrobes that combine modern styling, dependable, trouble-free operation and flexible adaptability . . . units that are backed by years of research, development and field experience. R-W Wardrobes are designed to economically meet the requirements of today's schools, and to fulfill these requirements for years to come. If you are planning a new school where you desire up-to-date clothing storage, you will find R-W Wardrobes are engineered to fit the job.

Your local R-W Sales Engineer would appreciate the opportunity of telling you about R-W Wardrobes . . . call him today or write to us for complete information.

SEE OUR CATALOGS IN SWEETS
PARTITIONS ^{22d} _{RI} WARDROBES ^{23d} _{RI}

NOTE . . . R-W also manufactures a complete line of sound insulated folding partitions for gymnasiums, auditoriums and classrooms. Write today for complete information.

Richards-Wilcox

MANUFACTURING COMPANY

SCHOOL EQUIPMENT DIVISION



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What's New ...

• "The Story of Life in a Large Corporation" is presented in a 32-page booklet published by E. I. du Pont de Nemours & Co., Inc., Wilmington 78, Del. Profusely illustrated, the booklet discusses the number of people dependent upon the 500 largest corporations in the United States and brings out the fact that the large corporation is only a cross-section of the public itself.

For more details circle #614 on mailing card.

• A 13-minute animated motion picture on the subject of energy and its importance to the progress of man was produced by Transfilm, New York, for the 75th anniversary of Standard Oil Company (New Jersey). Entitled "Energetically Yours," the film brings out much of the significance of the earth's energy sources to the development and progress of mankind. Done in a clever, humorous vein, the 16mm film presents its story interestingly. Prints are available to schools on a free-loan basis by writing to Standard Oil Co. (New Jersey), Room 1610, 30 Rockefeller Plaza, New York 20.

For more details circle #615 on mailing card.

• "Baker Adjustable Light-Weight Steel Scaffolds" are the subject of a four-page folder available from Baker-Roos, Inc., Dept. SL-163, 602 W. McCarty St., Indianapolis 6, Ind. How the highly maneuverable Baker Scaffolds can be easily built to reach high places and provide a safe working area for several men is discussed.

For more details circle #616 on mailing card.

• The new line of "Klenzade Sanitation Brushes" for use in food service is presented in a catalog published by Klenzade Products, Inc., Beloit, Wis. Information on the new line, which features new designs and materials new to the food service field, is presented. Each brush is designed for a particular cleaning task to save time and labor. They incorporate such materials as the new "sponge action" filled nylon material which holds increased amounts of cleaning solution, and the new "Bi-Nu" special composition block which is impervious to chipping, splitting and to cleaning chemicals and hot water. Brushes for vats and kettles, drain valves, pots and pans, small orifices and other food service needs are included in the new line.

For more details circle #617 on mailing card.

• "What Every Executive Should Know About This Vital One Thousandth of an Inch" is the title of a 32-page booklet published by Masury-Young Co., Dept. NS, 76 Roland St., Boston 29. Presenting an individual maintenance plan for each type of floor, the booklet discusses how flooring materials affect maintenance, and how costs are actually reduced by effective maintenance, keeping floors looking better for longer periods with less attention.

For more details circle #618 on mailing card.

Film Releases

"Growth of the United States," six filmstrips in color picturing the work of the explorer, pioneer, soldier, and statesman

in the development of the nation. The Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich.

For more details circle #619 on mailing card.

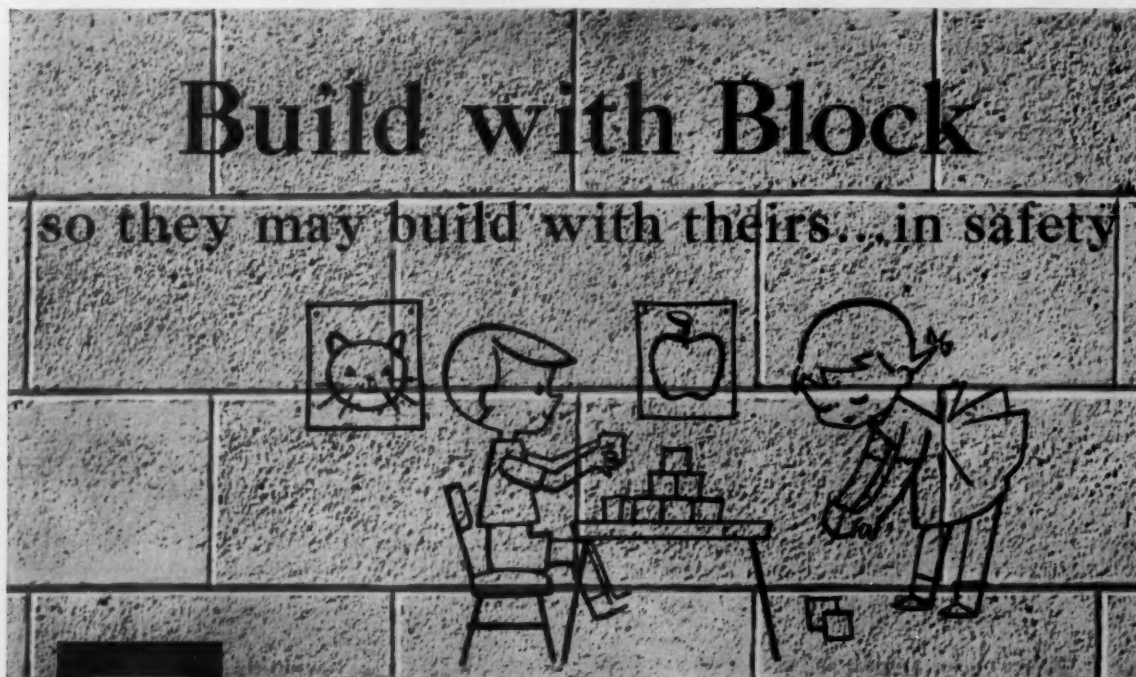
"The World Around Us: International Geophysical Year" filmstrip in black-and-white for 35-mm projectors, tells what scientists have learned about the secrets of earth, sea and sky. Office of Educational Activities, The New York Times, Times Square, N.Y. 36.

For more details circle #620 on mailing card.

Suppliers' News

The Linen Thread Co., Inc., 418 Grand Ave., Paterson 12, N.J., manufacturer of thread, twine and netting, announces the formation of a separate division to be known as the Arkon Plastics Division, under the direction of D. H. Spitzli, who took a leading part in the company's development of Arkon Plastics. Arkon is described as a closed cell polyvinyl chloride foamed plastic which is unusually lightweight and buoyant, impervious to water, unaffected by rot and most chemicals, and highly resistant to splitting and crushing. It can be manufactured in a wide range of densities, colors and hardnesses.

Virginia Metal Products, Inc., Orange, Va., manufacturer of Mobilwals and conveyors, wholly-owned subsidiary of Chesapeake Industries, Inc., announces the acquisition of the Metalwal Division of Ward Industries Corp., manufacturer of metal partitions.



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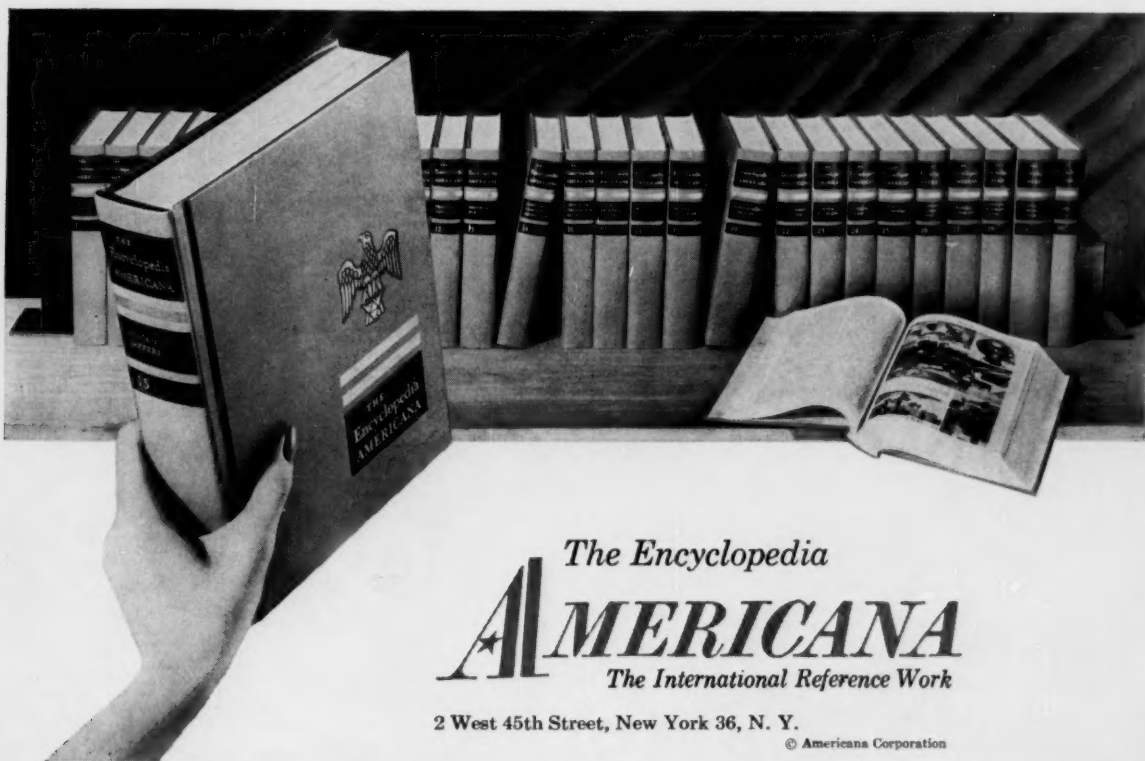
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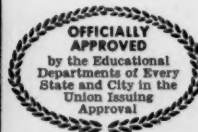
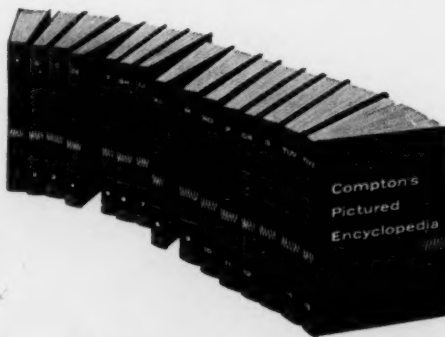
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